DOCUMENT RESUME

ED 036 207 FL 001 323

AUTHOR VEKANDER, BERTIE M.; AND OTHERS
TITLE PROJECT PASO: A PARALLEL BI-LINGUAL CURRICULUM. AN APPLICATION FOR AN OPERATIONAL GRANT UNDER THE PROVISIONS OF TITLE III, P.L. 89-10.
PUB DATE JAN 68
NOTE 84P.

EDRS PRICE EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS.
DESCRIPTORS ANGLO AMERICANS, *BILINGUAL EDUCATION, COST EFFECTIVENESS, CURRICULUM DESIGN, *ENGLISH (SECOND LANGUAGE), FEDERAL AID, FINANCIAL NEEDS, INSTRUCTIONAL MATERIALS, INTERDISCIPLINARY APPROACH, LANGUAGE INSTRUCTION, LANGUAGE SKILLS, MEXICAN AMERICANS, PROGRAM DESCRIPTIONS, *PROGRAM PROPOSALS, *SECONDARY SCHOOL STUDENTS, SECOND LANGUAGE LEARNING, *SPANISH, STATISTICAL DATA
IDENTIFIERS GILROY (CALIFORNIA) UNIFIED SCHOOL DISTRICT

ABSTRACT

THIS TITLE 3 PROPOSAL OUTLINES A PROGRAM OF PARALLEL BILINGUAL INSTRUCTION FOR NON-ENGLISH SPEAKING MEXICAN STUDENTS AND SPANISH-SPEAKING ANGLO STUDENTS IN GRADES 9-12, DESIGNED TO ASSIMILATE SPANISH-SPEAKING STUDENTS WITHIN TWO YEARS AND TO IMPROVE THE SPANISH SKILLS OF ANGLO STUDENTS. A DESCRIPTIVE SECTION INCLUDES INFORMATION ON THE COMMUNITY, STATEMENT OF NEED, OBJECTIVES, PROCEDURES, EMPHASIS, PLANNING, NON-PUBLIC SCHOOL PARTICIPATION, EVALUATION, DISSEMINATION, PERSONNEL QUALIFICATION, FACILITIES, EQUIPMENT, AND MATERIALS. OTHER SECTIONS INCLUDE STATISTICAL DATA, FINANCIAL INFORMATION, AND ASSURANCES. AN APPENDIX CONTAINS SAMPLE MATERIALS, SURVEY RESULTS, AND ADDITIONAL EXPLANATORY MATERIAL. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (AF)

ED036207

GILROY UNIFIED SCHOOL DISTRICT
263 NORTH CHURCH STREET
Gilroy, California 95020

PROJECT PASO

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 001 323

A Parallel Bi-Lingual Curriculum

Title III - An Operational Proposal

January 1968

ED036207

AN APPLICATION FOR AN OPERATIONAL GRANT

UNDER THE PROVISIONS OF TITLE III, P.L. 89-10

TITLE: Project Paso
A Parallel Bi-Lingual Curriculum

SPONSORED BY: Gilroy Unified School District
263 North Church Street
Gilroy, California 95020

SUBMITTED AS A REGIONAL PROJECT ADDRESSED TO HIGH PRIORITY REGIONAL NEEDS AS DETERMINED BY REGIONAL CITIZEN'S COMMITTEE CONVENED UNDER THE AUSPICES OF:

Santa Clara County Supplementary Education Center
Dr. Duane L. Bay, Director
1110 North 10th Street
San Jose, California

SUBMITTED WITH FULL ENDORSEMENT OF:

Board of Directors
Santa Clara County Supplementary Education Center
Mr. Frank Fiscalini, Chairman

PROJECT DEVELOPERS:

Mrs. Bertie M. Vekander, Director of Special Services
Gilroy Unified School District
Gilroy, California

Mr. Rudolph V. Skoczylas, Foreign Language Coordinator
Gilroy Unified School District
Gilroy, California

PROPOSAL WRITING TEAM:

Mrs. Bertie M. Vekander
Mr. Rudolph V. Skoczylas
Mr. Clay Wadleigh, Asst. Director, Supplementary Education Center Santa Clara County

ASSISTED BY:

Dr. Edmund H. Richard, Jr., Associate Superintendent
Mr. H. Calvin Gunter, Bi-Lingual Teacher

INTRODUCTION

Our society is presently locked in a struggle to produce change in our educational system. In Project SEAR,[1] California's project to analyze effective ways of meeting the needs of target students, the following points were made:

1. "The school can play a greater role in working with community and civic agencies to improve the life of neighborhood residents."

2. "Pupils in Compensatory Education programs should be made more aware of the relevance of basic skills acquired in the classroom to the requirements for employment."

3. "More activities to improve racial and ethnic relations should be included in Compensatory Education programs."

The Parallel Bi-Lingual Curriculum proposes to attack these problems as it applies to non-English speaking rural students at Gilroy High School. In addition, this program presents ways that other schools, with similar student populations, can attack this pressing problem.

---

[1] Joint Study of California State Department of Education and the Lockheed Missile and Space Co., PROJECT SEAR, Systematic Effort to Analyze Results, Task Force Report, October 1967.

PROJECT PASO

A Parallel Bi-Lingual Curriculum

TABLE of CONTENTS

	Title Page	
	Introduction	
PART I	Statistical Data	1.1.1
PART II	Narrative	
Section I.	Abstract	2.1.1
Section II.	Community	
A.	Narrative	2.2.1
B.	County Map	2.2.2
C.	State Map	2.2.3
Section III.	Statement of Need	
A.	Facilities and Resources	2.3.1
B.	Need Determination	2.3.2
C.	Financial Inadequacy	2.3.5
Section IV.	Objectives	
A.	Student Objectives	2.4.1
B.	Teacher Objectives	2.4.2
C.	Objectives for Advanced Spanish Students	2.4.3
D.	Parent Objectives	2.4.3
Section V.	Procedures	
A.	Activities and Procedures	2.5.1
B.	Major Components of Change	2.5.2
C.	Significant Changes	2.5.3
Section VI.	Emphasis	2.6.1
Section VII.	Planning	
A.	Resource Representation	2.7.1
B.	Program Design	2.7.4
C.	State Assistance	2.7.7
D.	Title III Assistance	2.7.7
E.	Pupil Impact	2.7.7
F.	Fund Phase Out	2.7.7
G.	Related Services and Activities	2.7.8
Section VIII.	Non-public School Participation	2.8.1

Section IX. Evaluation

A. Procedures 2.9.1
B. Instruments 2.9.1
C. Evaluation of Objectives 2.9.1

Section X. Dissemination 2.10.1

Section XI. Qualification of Personnel 2.11.1

Section XII. Facilities, Equipment, and Materials 2.12.1

PART III Financial 3.1.1

PART IV Assurances 4.1.1

APPENDICES

A. Letters of Support

B. Bi-Lingual Class Structure

C. Students' Program

D. Profile of Pilot Project

E. Sample of Material Used in Student Handbook Translation

F. Sample of Material in History of Gilroy Translation

G. Survey of Classes Offered Throughout Santa Clara County in Bi-Lingual and English as a Second Language Instruction

H. Survey of Need in Gilroy

I. Amplification of Need - County Level

PART I

STATISTICAL DATA

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
9–10	17A. 1	$ 599.57
	B. TOTAL NUMBER OF LEA'S SERVED: 1	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: 994,000	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	FUNDS REQUESTED
A.	Initial Application or Resubmission		July, 1968	June, 1969	$ 9,990.00
B.	Application for First Continuation Grant		July, 1969	June, 1970	$15,000.00
C.	Application for Second Continuation Grant				$
D.	Total Title III Funds				$24,990.00
E.	End of Budget Period Report				$

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds are requested. Leave blank if not appropriate.*

A. *Type of function (Check applicable boxes)*

1 ☐ REMODELING OF FACILITIES 2 ☐ LEASING OF FACILITIES 3 ☐ ACQUISITION OF FACILITIES

4 ☐ CONSTRUCTION OF FACILITIES 5 ☐ ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
		$

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1.			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment in Geographic Area Served	(1) Public	30	401	2464	2040	261		5196	
		(2) Non-public			254	84			338	
B	Persons Served by Project	(1) Public				50				5
		(2) Non-public								
		(3) Not Enrolled								
C	Additional Persons Needing Service	(1) Public			330	310			640	
		(2) Non-public								
		(3) Not Enrolled								

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1A above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	50*				50

*42 Mexican-American

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	60%	40%			

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION						
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1-6						
(4) GRADES 7-12		1	.40		1	.20
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFSSIONAL					1	.25

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED _____ (2.) TOTAL CALENDAR DAYS RETAINED _____

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION SUPERVISION		2	.15			
B. TEACHER:						
(1) PRE-KINDERGARTEN						
(2) KINDERGARTEN						
(3) GRADES 1 TO 6						
(4) GRADES 7-12	1		1.00			
(5) OTHER						
C. PUPIL PERSONNEL SERVICES						
D. OTHER PROFESSIONAL						
E. ALL NON-PROFESSIONAL		1	1.00			

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED _____ (2.) TOTAL CALENDAR DAYS RETAINED _____

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NON PUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)								
B	Curriculum Requirements Study (Including Planning for Future Need)								
C	Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)								
B	Foreign Languages				10				$ 500
C	Language Arts (English Improvement)				40				2,490
D	Remedial Reading								
E	Mathematics				25				1,000
F	Science				25				1,000
G	Social Studies/Humanities				50				5,000
H	Physical Fitness/Recreation								
I	Vocational/Industrial Arts								
J	Special-Physically Handicapped								
K	Special-Mentally Retarded								
L	Special-Disturbed (Incl. Delinquent)								
M	Special-Dropout								
N	Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids								
C	Demonstration Learning Centers								
D	Library Facilities								
E	Material and or Service Centers								
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical Dental								
B	Social Psychological								
5.	OTHER								

P A R T I I

NARRATIVE

Section I	Abstract
Section II	Community
Section III	Statement of Need
Section IV	Objectives
Section V	Procedures
Section VI	Emphasis
Section VII	Planning
Section VIII	Non-public School Participation
Section IX	Evaluation
Section X	Dissemination
Section XI	Qualification of Personnel
Section XII	Facilities, Equipment and Materials

ABSTPACT

I. PROJECT

Gilroy Unified School District request funds ($9,990) to carry on a two-year sequence of parallel bi-lingual instruction for grades 9-12. This program involves non-English speaking Mexican students and Spanish-speaking Anglo students in a program designed to:

1. Assimilate Spanish-speaking students into the total school within two years -- academically, socially and psychologically.

2. Provide Anglos in Advanced Spanish an opportunity to improve their skill and use the Spanish language as a tool to learning in a practical situation.

3. Carry on this innovative and exemplary program to demonstrate a curricular concept which has promise of great success (as judged by limited pilot class in operation this year).

The project stems from: ---

A PROBLEM

Among the 2,500 students of Mexican surnames in our district, it is estimated 640 need further help in English communication skills.

1. Students with little or no English communication skills fail from the first day they enter school.

2. They reflect the "potential dropout" syndrome.

3. Low self-esteem builds an attitude of defeat.

4. Such students seldom assimilate completely into the school program.

The problem suggests: ---

A NEED

These students need a specialized type of instruction that bridges educational gaps and that assists in their assimilation into the total school as expediently as possible.

PROPOSED ACTION

This project is designed as one solution to the problem and need at the high school level with possibility of adaptation to other grade levels.

II. The Community

A. Give the estimated population of the area to be served and indicate the area's population distribution in relation to that of the State.

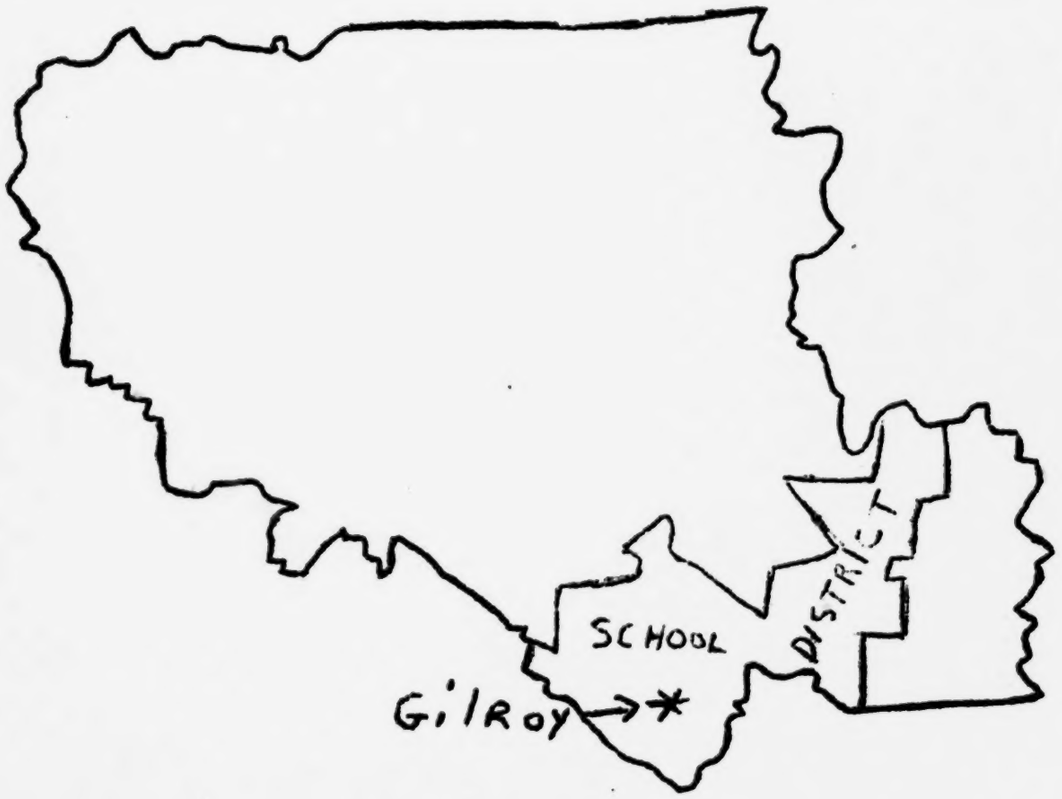
Geography. Santa Clara County occupies the major portion of the Santa Clara Valley. The valley begins 32 miles south of San Francisco and extends for 60 miles in a north-south direction, with an average width of 20 miles. The renowned San Francisco Bay extends for several miles into the northern end of the valley. The county has an area of 1,305 square miles, or 835,000 acres. In 1965, its orchards' and farms' production was valued at $70,594,595. Total county acreage under cultivation for the year 1965 was approximately 88,000 acres representing a diversity of crops such as fruit and nut orchards, vegetables, vineyards, berries, hay and grain crops, and nursery stock. Range land, pastures and irrigated land represent an additional 230,200 acres. Over 4,000 miles of highways and roads are maintained by the county, state and communities. Slightly more than half have been paved. State paved highways, interstate highways, railroads, bus routes, truck lines and air service connect all parts of the Pacific Coast and the leading cities of the United States with San Jose and Santa Clara County.

Population Characteristics. The most recent population estimate for Santa Clara County, December 1967, is 994,000, representing an estimated gain of 6.6 percent over July 1966. The 1960 census showed 77,755 residents of Santa Clara County with Spanish surnames (the Mexican-American group), 4,051 Negroes and 16,516 non-whites. These groups account for approximately 12, 1 1/2 and 2 1/2 percent of the population of the county respectively.

	Gilroy Unified School District	Santa Clara County	California
Total Population	16,000	994,000	18,417,000
School Enrollment			
Public (K-12)	5,196	248,588	4,235,167
Private(K-12)	338	18,921	441,300 (Fall, 1965)
Adult Education (High School Only)	261	27,580	362,178
School Age Youth Out of School[1]	234	3,021	58,494

[1]Based upon the Statewide dropout estimate of 18% provided our Center by Mr. McCreary of the California State Department of Education

SANTA CLARA COUNTY



LOCAL EDUCATIONAL AGENCIES

County Office of Education

Elementary School Districts

Air Point School District
Alum Rock Union School District
Berryessa Union School District
Cambrian School District
Campbell Union School District
Cupertino Union School District
Evergreen School District
Franklin-McKinley School District
Lakeside Joint School District
Loma Prieta Joint Union School Dist.
Los Altos School District
Los Gatos Union School District
Luther Burbank School District
Milpitas School District
Montebello School District
Moreland School District
Mt. Pleasant School District
Mountain View School District
Oak Grove School District
Orchard School District
Saratoga Union School District
Sunnyvale School District
Union School District
Whisman School District

High School Districts

Campbell Union High School District
East Side Union High School District
Fremont Union High School District
Los Gatos Joint Union High School District
Mountain View-Los Altos Union High School Dist.

Unified School Districts

Gilroy Unified School District
Morgan Hill Unified School District
Palo Alto Unified School District
San Jose Unified School District
Santa Clara Unified School District

Junior Colleges

Foothill Junior College District
Gavilan Joint Junior College District
San Jose Junior College District
West Valley Joint Junior College District

Other

Thirty-six Private Schools
Thirty-seven Catholic Schools

III. Statement of Need

A. Describe the educational and cultural facilities and resources available in the geographic area to be served by the proposed program.

Education. The average current expenditure per child in Santa Clara County Public Schools is $444 and $634 per ADA for elementary and secondary school pupils respectively, while the average family income is $8,700. Including private and parochial schools, Santa Clara County has 373 elementary schools, 60 junior and senior high schools, 4 junior colleges and 3 colleges or universities. Gilroy Unified School District serves a rural, non-urban community of 16,000 people. There are approximately 11,000 in the city of Gilroy and 5,000 in the outlying rural area. The total school population is approximately 5,000. Of the school population, 50% have Mexican surnames. A recent survey conducted by the local Economic Opportunity Commission Area Service Center indicated there are 950 children of school age from low income families and a large majority of these families are of Spanish-speaking backgrounds. The problem of the Spanish-American non-English speaking student to which this project addresses itself is reflected in varying degrees in the Santa Clara County to the north and in Monterey and San Benito Counties to the south. The area in Santa Clara County to be served is reflected in the figures mentioned on previous page.

Culture. Cultural facilities include Gilroy Public Library and Gavilan College. The latter offers a forum program of nationally known speakers and prominent musical groups.

The San Jose Civic Auditorium hosts many programs and is a major stop for nationally prominent artists in music and entertainment. The San Jose Municipal Chorus, The Light Opera Association, and the San Jose Symphony offer outstanding programs throughout the year. Several junior symphony groups are active in the county.

Southern Santa Clara County offers a summer recreation program sponsored by the city of Gilroy. There are numerous recreational areas in south county including county parks, reservoirs for boating and swimming, the nearby State Historical Monument at San Juan Bautista, state camping facilities at adjacent beaches, etc.

Finance. The concentration of financial institutions in Santa Clara County is a valid measure of sound economic growth. There are 13 domestic and foreign banks with a total of 120 offices in Santa Clara County. Added to this total are 27 savings and loan association offices. These figures do not reflect new offices presently under construction or in the planning stages.

A definitive picture of the Gilroy area (southern Santa Clara County) indicates an annual income of $22,000,000 with approximately 3/4 from manufacturing and trade and 1/4 from agriculture. Income of welfare recipients in 1965 was $1,000,000 of a total $21,000,000 budget. Gilroy is still a predominantly agricultural community with its manufacturing and trade related to agriculture - i.e. canneries, farm equipment sales, etc. However, the community is becoming increasingly a suburban bedroom community.

Other. The recently funded educational research and development center at Stanford University will provide much new research information. The co-directors of the center plan to "work with state and county departments of education...in carrying out field tests of promising innovations... it will especially take advantage of the possibilities of demonstration centers specifically designed to promote improvement in teaching and teacher education."

Santa Clara County's Community Action Program is administered by the Economic Opportunity Commission of Santa Clara County, Inc. Mr. Edmond B. Bullard, District Superintendent of Gilroy Unified School District, is one of 27 commissioners. Mr. Bullard and Mrs. Joy Taylor, Economic Opportunity Commission Headstart Director, both serve on the Supplementary Education Center Board.

The Santa Clara County Projects to Advance Creativity in Education (S.P.A.C.E.), a Regional Planning and Evaluation Agency, was established under Grant Number CEG-4-6-001610-0911 by the United States Office of Education. S.P.A.C.E. provides the local educational agencies of Santa Clara County with needs assessing and planning potential so that educational and cultural resources may be maximized.

B. List and describe how the general needs of the persons in the area were determined, and why the needs for the proposed program were assigned priority.

Need Determination -- Local Level

The student population of Gilroy Unified School District is made up of 52% students with Mexican surnames. Of these 2,7000 students, approximately one-fourth (640) need specialized instruction to improve their understanding of English as judged by teacher evaluation in a survey carried on in this district.[1]

These students typically reveal the characteristics identified as those which lead to early dropout as cited in The Invisible Minority.[2]

---poor basis in skills of reading and writing
---making slight progress in school
---poor self-image
---seldom attach wholesome, exciting identity with the learning task
---lacking sense of competence
---lacking sense of belonging
---lacking sense of contribution

The communication barrier is a major contributing factor to this dropout syndrome. It is also a major contributing factor to systematic failure and social segregation for many more students whose English skills are inadequate for academic and social success. Obviously the school situation is not meeting the needs of these students and this constitutes one of the district's area of high priority need.

[1]Survey by R. Skoczylas, Foreign Language Coordinator, Gilroy Unified School District, 1966. (See Appendix H)

[2]Department of Rural Education, National Education Association. The Invisible Minority, 1966, pp. 7-12.

The non-English speaking child in the schools of Santa Clara County poses three hard questions to his school administration and faculty -- (1) how to develop sufficient English fluency to enable the child to be academically and socially successful, (2) how to capitalize on whatever fluency in Spanish this child has achieved, (3) how to maintain academic progress despite the communication handicap.

English as a Second Language programs are primarily designed to respond to the first need. Bi-lingual programs are primarily designed to respond to the second need. PARALLEL CURRICULUM programs, of which there are few, are designed to respond to the third need.

This project is predominantly concerned with the Parallel Curriculum aspect of educating the non-English speaking student, because it is an essential but neglected dimension of the transition problem. Without a parallel curriculum we say to the student, in effect, "Just mark time in all your academic learning - the key to further education apparently - while we spend a year or two teaching you English." Furthermore, the English the student is taught is predominantly social English and therefore, still does not prepare the student for academic course work taught in English. This short-sighted, expedient approach is indefensible. It systematically dooms the student to failure, isolation, academic retardation, and in the case of the high school student, to a non-college future. It would seem that English as a Second Language and a parallel curriculum are essential elements in a program truly designed to meet the needs of the non-English speaking student.

Need Determination and Project Planning -- County Level

The educational needs of Santa Clara County are undergoing a continuing assessment by the Supplementary Education Center. This agency is one of twenty-one such agencies in California that are funded under Title III of the Elementary and Secondary Education Act.

This proposal is one of several submitted on January 1, 1968, from Santa Clara County, each of which is addressed to a specific, systematically determined need focus. Each proposal seeks to demonstrate a promising approach to resolution of the need. Though there is some minor overlap among the proposals, each is a self-sufficient project demonstrating a unique solution.

The proposals represent a culmination of eighteen months of planning by the Santa Clara County Supplementary Education Center, a regional planning agency. Three phases of planning have been implemented to produce these proposals: (1) a specific, critical educational need of the region was identified, (2) the need was analyzed to detect the nature and causes of the need, and (3) solutions were generated which were specifically designed to eliminate or counteract one or more of the causal variables. The three phases are explained in more detail in Appendix I.

THIS PROJECT IS SUBMITTED WITH FULL ENDORSEMENT OF THE BOARD OF DIRECTORS OF THE SANTA CLARA COUNTY SUPPLEMENTARY EDUCATION CENTER (S.P.A.C.E.), A REGIONAL PLANNING AGENCY FUNDED UNDER E.S.E.A. TITLE III.

C. Describe the extent of financial inadequacy of local (area) resources for providing the proposed program as compared to the resources available in other areas in the State for similar purposes.

1. Per student expenditure 1966-67 school year	$ 599.57 (Est.)	
2. Assessed valuation per ADA	$ 29,698.00	
3. Bonded indebtedness	$2,926,000.00	
4. State aid	$ 958,638.00	
5. Proportion of ADA "disadvantaged" (Title I criterion) Gilroy High School	270	20%
6. State and Federal grants:		
ESEA Title I	$ 87,518.00	
ESEA Title IIIB (Adult Basic Education)	$ 1,750.00	
NDEA Title V	$ 10,800.00	
Pre-School	$ 32,366.00	
VEA	$ 10,974.00	
7. Student/teacher ratio	22	
8. Relative position of district salary schedules in Bay Area	Average	

The district administration strives for maximum value per school dollar, yet a number of functions and services deemed to be critically needed by the administration are not as yet realized. These include:

CRITICAL NEEDS OF DISTRICT	ESTIMATED COST
1. In-service education for curriculum improvement of Mexican-American "culturally different" child who would not be served by this project.	$ 10,000.00
2. Bi-lingual language - arts - reading specialists in elementary schools.	$ 50,000.00
3. A program of paid teacher aides (in many cases bi-lingual).	$ 50,000.00
4. Child Welfare and Attendance Counselor.	$ 9,500.00
5. Librarians for all elementary schools.	$ 48,000.00
6. Psychometrist (knowledgeable in testing bi-lingual child).	$ 10,500.00

The district chose to submit this project for Title III funding because of its clear relevance to both regional and national Title III objectives. As noted above and as elaborated in the budget, the district is continuing to support this project to the maximum extent possible given the financial picture outlined above. Title III money is being sought because the district could not provide the level of support necessary to adequately demonstrate the project idea. A critical case in point is the fact that the limited support which the district has been able to provide has precluded exhaustive evaluation--an essential provision for any serious demonstration of a new educational program.

It has been noted, and the budget documents this, that the district has been able to project an impressive amount of financial and in-kind support for this project. A portion of the project will be implemented whether or not Title III funds are forthcoming, however this partial demonstration will have the following significant limitations:

1. Lack of personnel will limit --

    a. development of adequate materials.
    b. expansion of program.
    c. development of communication and referral procedures.
    d. development of evaluation, materials and procedures, coordination of visitation and dissemination.

2. Inadequate books and resource materials.

3. Time to explore adaptation of this program to other grade levels and other schools.

IV. Objectives

List and describe in detail each of the objectives of the proposed program. Each of these objectives must be related to the needs previously listed.

A. Objectives for non-English (and for the minimal English) speaking youth are:

1. To learn the facts and procedures necessary to function as a student at Gilroy High School.

   a. By the third week of school each student will be able to explain accurately in his native language the facts regarding: (See Appendix E)

      (1) Composition and function of student council.
      (2) Rules related to attendance.
      (3) Knowledge of key locations on campus, such as library, bookroom, counselor's office, etc.
      (4) Identification of administrators, counselors, teachers.
      (5) Other information deemed important.

2. To learn key concepts and principles being taught English-speaking students in the math, science and social studies content areas at the appropriate age/grade level.

   a. The participating youth will score at least 80% correct on teacher-made tests drawn from the equivalent English-speaking class but administered in Spanish.

3. To facilitate the assimilation of the student into the life of the school.

   a. Students will understand the need for rules and regulations.

   b. Students will attend special activities and extra-curricular events.

   c. Students will establish a "big brother" relationship with Anglo students.

   d. Students will participate in sports clubs and student council.

4. To develope proficiency in English language.

   The youth will be able to function effectively in a full English curriculum within two years of entry into the program.

5. To enable the non-English speaking student to maintain a positive self-image despite his initial communication handicaps.

   a. The student will participate voluntarily in competitive school-related situations in which language facility is not a handicap.

   b. The student's total score in a test measuring self-image will increase significantly.

B. Objectives for the school faculty are:

1. To develop in all teachers an accurate perception of the pervasive implications of a student's inability to communicate with peers and authority figures (e.g., teachers).

   a. Regular teachers having students with language handicaps in their classes will attend voluntarily at least three class sessions of the Parallel Bi-lingual curriculum.

   b. Regular teachers having students with language handicaps in their classes will make special provisions to assure that some appropriate benefit from the class will be realized by the handicapped student.

   c. By November 1968, each faculty or staff member will be able to designate at least five different ways in which inability to communicate in English represents an academic handicap and five different ways in which ability to communicate represents a social handicap.

2. To develop a list of essential concepts and principles for each high school course in mathematics, science, and social studies to be used as bases of the Parallel Bi-lingual curriculum.

3. To develop among the entire faculty a desire and ability to identify students whose limited English facility represents an academic handicap.

   a. Each teacher in the regular curriculum will develop and administer periodically a concepts test in English relevant to his particular content area.

   b. Each teacher will develop, in cooperation with the parallel curriculum teacher, an observation check list designed to identify students whose academic difficulties may be directly related to language handicaps.

   c. Referrals to the parallel curriculum classes will increase in quantity and quality (i.e., specificity of diagnosis) during each of the first four months of the project period.

   d. Total teachers' disciplinary referrals of Spanish surname students during the project year will be significantly fewer than for each of the previous three years.

   e. Mean grade point received by all Spanish surname students in each of the respective content areas during the project year will be significantly higher than for each of the previous three years.

C. Objectives for advanced Spanish language students are:

1. To increase his proficiency in aural, oral, and written communication in a foreign language.

2. To provide experiences in the academic learning tasks with Spanish as the language of instruction.

3. To develop a relationship of mutual assistance among Spanish students and Anglo students which pervades the school setting.

D. Objectives for parents of Spanish-American students.

1. To participate in identifying academic needs of students.

2. To become better acquainted with functions of school.

3. To assist in interpreting to Mexican-American community this aspect of curriculum which meets needs of Spanish-American students.

V. Procedures

A. State in sequence the activities and procedures to be used in meeting stated objectives.

1. A small pilot project has been carried on during the school year 1967-68. It has been highly successful but to expand this program to optimum so that it can be a fully developed, exemplary program, additional funds (requested herein) are needed.

2. The non-English speaking or minimal English-speaking student will be identified by teacher and counselor for placement in these classes.
(May 1968 - September 1968)

3. Pre and Post testing will be administered to establish students' ability and proficiency (in Spanish) and in English where there is a minimal command of English.
Pre-Tests (May 1968 and September 1968)
Post-Tests (May 1968 - Pilot Study)
(May 1969 - Proposed Project)

4. Classes will be set-up for a two-year program in bi-lingual and English as a Second Language instruction to give these students Spanish instruction in social studies, mathematics and science for a two-year period (see Appendices B and C). This is an expansion and refinement of a small pilot project carried on during the school year 1967-68. (See Appendix D)
(April 1968)

5. Time provided for preparation of Spanish materials in social studies and science. This involves translation of student handbook and translation of material gathered on city of Gilroy and Santa Clara County government. (See Appendices E and F)
(Summer 1968)

6. The teachers in the program will provide special help to students in finding channels whereby they can more quickly assimilate into the total school program. This may be by "big brother" process, by providing opportunities to participate in out-of-school activities, etc.
(September 1968 - June 1969)

7. The teacher has time allotted to confer individually with students (September 1968-69), teachers and parents, and community leaders to give opportunities to implement assimilation of students, to build participation of faculty and cooperation of parents and community. (August - September 1968)

8. In-service education with the total faculty will be carried on to keep them aware, informed and participating in the programs so that the aspects of objectives listed under IV-B previously can be implemented.
(September 1968 - May 1969)

9. The Spanish III, IV and V students will participate in this program in ever increasing periods of time. For example, Spanish III will participate in short units of work in social studies or science taught in Spanish while Spanish IV and V students will participate during a full semester.
(September 1968 - May 1969)

10. July 1969 - June 1970 will be devoted to:

a. final preparation of materials.
b. evaluation of program.
c. dissemination of material.
d. refinement of program.

B. Explain why these procedures are considered the best method for achieving these objectives.

1. The need for change arises from a flaw in the educational system. Major components of that system are:

a. Human Components

(1) Community
(2) Administration
(3) Faculty
(4) Students

b. Organizational Components

(1) Curriculum
(2) Materials
(3) Equipment
(4) Time

An awesome number of permutations of these components and their sub-components is possible. Such an analysis is far beyond the means of the sponsoring district. The approach taken to planning this project has simply involved a careful, though unsystematic, analysis of the non-English speaking student. Then, by relating the resulting key characteristics to the status quo of each component of the educational system, and applying as much research and intuition as was available, a determination was made as to what changes were desirable and feasible. The resulting project is described herein.

2. This proposed project would make the following significant changes in the traditional educational system in the following ways:

CHANGE	REASONS
a. Human Components	
(1) Community	
(a) Systematic involvement of community leaders.	**(a) Involvement needed because:** **(1) This provides students with person-to-person acquaintance with persons actively involved in carrying on activities of community.** **(2) This builds support for and interest in the present program and support for extending such a program to other grade levels.**
(b) Systematic involvement of parents.	**(b) Parental involvement contributes:** **(1) To support of parents for further education of Mexican-American students.** **(2) To building better home-school relations with Mexican-American families.** **(3) To a further sense of belonging on the part of Mexican-American students.**
(2) Administration	
(a) Implementation of a new approach to education of Spanish-speaking Mexican-Americans.	**(a) Former provisions for these students have meant academic stagnation for one to two years and a change is urgently needed.**
(b) New approach to education of Anglo student who is studying advanced Spanish.	**(b) This innovation provides a program for Anglo students which will increase motivation to study Spanish at advanced levels and which will give these students greater competency in a foreign language.**
(c) Increased requirements for in-service education.	**(c) Need for increased in-service education becomes more apparent as:** **(1) An innovative approach is instituted into the curriculum.** **(2) Attention is called to educational handicaps of this group.** **(3) Total faculty become involved in defining disadvantages of Spanish-speaking students. (See Objectives IV-B 1. previous page.)**
(d) Responsibility for continual communication with community and faculty.	**(d) Better communication provides increased interest and involvement of both community and faculty.**

CHANGES	REASONS
(3) Faculty	
(a) Increased sophistication in professional aspects of teaching.	(a) Sophistication results because: (1) Of a need for more knowledge of research in the field related to education of the disadvantaged - an important by-product of such a program. (2) Of definite responsibilities for evaluation of project and refinement of program.
(b) Greater flexibility	(b) Flexibility results: (1) As needs of these students are more specifically met by total faculty. (2) As a program which is unique and a deviant from usual college preparatory or non-college program receives more attention and acceptance by total faculty. (3) As administrators and teachers involved work together on meeting individual needs of students in this program.
(c) Emphasis on certain teaching techniques not previously stressed.	(c) New teaching techniques result from: (1) Two classes with different objectives functioning as one. (Advanced Spanish and Bi-lingual Social Studies I.) (2) Use of students as teaching assistants with small groups - i.e., Anglos teaching Spanish-speaking Mexican and vice versa. (3) Transitional aspect of curriculum from almost completely Spanish to more English than Spanish at the end of the second year.
(d) Revision in attitudes of teachers toward Mexican-American students.	(d) Revision in attitude is brought about by: (1) Demonstration of improvement in regular academic classes. (2) Participation of teachers in planning for meeting individual needs of these students.
(e) Increased faculty participation in a new curriculum development.	(e) Increased participation results from assigned responsibility and time allotment for this endeavor on the part of bi-lingual teachers. The participation which bi-lingual teachers will encourage and foster will result in enthusiasm and awareness on the part of the total faculty.
(4) Students	
(a) Continue academic learning while making transition to English.	(a) Program makes specific provision for optimum program to bring this about.

CHANGES	REASONS
(b) Opportunity to improve Spanish skill.	(b) Spanish will continue to be an academic tool as well as social means of communication.
(c) Exchange of ideas and concepts in area of social studies between students of Mexican cultural background and students of Anglo middle class American background.	(c) Exchange of ideas and concepts of different culture and heritage will provide all students with greater understanding and awareness of varying points of view.
(d) Awareness of problems of Spanish-speaking students by Anglo students in school.	(d) The assistance by various members of student council and school organizations in process of assimilation will give key students an awareness and understanding of the problems of Mexican-American students.
(e) "Sense of belonging" developed among Spanish-speaking students.	(e) Involvement in school activities will develop a "sense of belonging."
b. <u>Organizational Component Modification</u>	
(1) Curriculum	
(a) Instruction in subject matter field in whichever language is most fluent.	(a) Only by this means can a student continue to improve academically while he is learning a new language.
(b) Individualized assistance given to each student.	(b) To meet individual problems of transition, the teacher has time to assist students and work with other teachers.
(c) Success for all students in program.	(c) Spanish-speaking students enjoy a superiority in certain aspects of this program while Anglo students also experience success.
(d) Advanced Spanish students provided realistic Spanish language experience.	(d) Advanced Spanish students have an opportunity to make their Spanish study a vital useful experience.
(e) Identification of key concepts, principles, and skills for success in high school subject area.	(e) The identification of specific concepts, principles and skills best suited to this program demands a careful analysis and development of curriculum to meet the most pressing needs of the students involved.

CHANGES	REASONS
(2) Materials	
Preparation of special materials available for Spanish instruction.	Sparsity and irrelevancy of materials available require special preparation of suitable materials. (See Appendices E and F)
(3) Equipment	
The language laboratory will be expanded. (This is not funded through Title III.)	Through other funds the language laboratory will will be expanded to provide an optimum setting for teaching English as a Second Language.
(4) Time	
(a) Spanish-speaking students are provided three periods of English as a Second Language and bi-lingual instruction.	(a) To complete a thorough transition to English and to improve proficiency in Spanish, three periods of instruction for a two-year period is deemed necessary.
(b) Teacher has time to confer individually with students and other teachers.	(b) This provides necessary auxilary help to make necessary transition to regular academic program and assimilation into total school activities.

3. The rationale for this <u>total</u> project derives from three basic student needs. Every child needs three major gratifications as they associate themselves with their school experience -- as well as their life experiences.

   a. <u>A sense of competence</u> with the system -- the Spanish-speaking student is generally subjected to humiliating and meaningless experiences.

   b. <u>A sense of belonging</u> to the system -- the Spanish-speaking student feels "locked out" -- he is labeled as a failure from the beginning.

   c. <u>A sense of contributing</u> to the system -- a student is not motivated if he is a passive sitter and listener.

   The staff at Gilroy High School has been working diligently toward a "full-blown" bi-lingual program for the last year. A one-year pilot study has proven a successful trial. Whether or not this is the "best solution" for meeting the needs is a moot point -- the question is unanswerable. The planners do however contend that the project incorporates significant modifications in the existing educational system which has failed these children, and that these changes reflect intelligent decisions as to what is desirable <u>and</u> possible to more successfully ameliorate the need. Furthermore, the planners point to a limited one-year pilot as a highly successful trial for the project's basic procedures.

VI. Emphasis

A. This project is innovative in its emphasis upon maintaining academic progress despite English language handicaps. It goes beyond both typical English as a Second Language and Bi-lingual programs and provides for academic learning above and beyond language development. Very few prototypes - none at the high school level - have been located which met this need.

An investigation of English as a Second Language and Bi-lingual programs in Miami, New York City, El Paso, Chicago, San Diego and Calexico indicate our program differs in the following ways:

1. Our program provides for grades 9-12. This is the last "stop" before unemployment or farm labor for persons who cannot communicate. Other programs stress lower grades; Calexico goes to grade 9.

2. This parallel curriculum consists of instruction in Spanish and English in three academic subject areas - social studies, mathematics, and science.

3. Our program consists of audio-lingual-visual approach to teaching non-English speaking students. This instruction is part of a core program for these students given during the regular school day. (Three class periods.)

4. The program is not restricted exclusively to non-English speaking students. Spanish-speaking Anglos (Spanish III, IV and V students) who participate in the bi-lingual program will further the development of bi-lingualism and bi-culturalism in students of different lingual and cultural backgrounds.

5. Another outstanding feature is that non-English speaking students in this intensive two-year program are expected to become an integrated part of the main stream of the school upon completion of the program.

6. This program which will start with almost complete instruction in Spanish in the teaching of academic subjects and will gradually move toward a goal in which social studies, mathematics and science will be taught in both Spanish and English. Increasing emphasis will be placed on English as the language of instruction. This is in addition to and beyond the English as a Second Language portion of the program.

7. The teachers are committed to and available for helping these students to find ways of participating in other activities of the school and the community - athletics, social functions, cultural offerings, etc.

B. This project is exemplary in that:

1. Cost of replication is minimal.

2. The need for effective educational programs for Mexican-Americans is pervasive to schools in much of California and throughout the Southwest.

3. Curricular guides and samples of translated materials will be available to other school districts.

C. The program is adaptive in that it includes some limited components of both English as a Second Language and bi-lingual curricula developed elsewhere. It is also adaptive in that it draws materials from many sources - including the Mexican Ministry of Education.

VII. Planning

A. Describe participation by representatives of other resources in the planning as follows:

1. Identify and describe how the educational and cultural agencies have participated or will participate in planning and carrying out the proposed program. Include the names and titles of persons representing those agencies. Attached are copies of letters of commitment from each agency involved.

a. Participation of other resources in the planning.

(1) Consultation with professional staff members of educational and cultural agencies regarding this project involved all of the following people:

Dr. Eugene Gonzales
Assistant Superintendent
California State Department of Education

Dr. John Plakos
Coordinator, Mexican-American Education Research Project
California State Department of Education

Dr. Duane L. Bay
Director, Supplementary Education Center
Projects to Advance Creativity in Education
Santa Clara County

Dr. Y. Arturo Cabrera
Professor of Education
San Jose State College

Dr. Oreon Keeslar
Secondary Curriculum Coordinator
Santa Clara County Department of Education

Mrs. Serafina Kreer
English as a Second Language Consultant
Chula Vista School District

Reverend Pierre Du Maine
Assistant Superintendent of Catholic Schools
Archdiocese of San Francisco

Mr. Joseph Sarzoza
Director, Gilroy Area Service Center
Economic Opportunity Commission

Mr. George Ivancovich
Chairman, Guadalupe LAMP Committee
Gilroy

Mr. Everett V. O'Rourke
Consultant
Bureau of Secondary Education
California State Department of Education

Sister Miriam Joseph
Principal, St. Mary's School
Gilroy
(Sister Miriam has assisted in planning this project, however, the letter must come out of the Archdiocese of San Francisco - see letter from Reverend Du Maine.)

These people have assisted in supporting, discussing and planning all or certain portions of the project. Universally the support for the immense need of this project is endorsed. The innovative and exemplary aspects of this program are reiterated by all consulted.

(2) In addition to those who have given much support and have been closely involved, other contacts for information and consultation include the following:

Mrs. Julia Gonsalves
Consultant, Foreign Language Program
California State Department of Education

Dr. Eleanor Thonis, Director
Yuba County Reading Center
Marysville, California
(Responsible for Bi-lingual Program in Marysville Joint Unified School District)

Mrs. Edith Donlevy
Curriculum Coordinator
Calexico Public Schools
Calexico, California
(Responsible for Bi-lingual Program grades 7-9)

Dr. Robert Kaplan, Director
NDEA Institute - Teaching English to Speakers of Other Languages
University of Southern California
Los Angeles, California

Dr. A. Bruce Gaarder, Chief
Modern Foreign Language Section
Department of Health, Education & Welfare
Office of Education
Washington, D. C.

Mr. Sal Falcone
Eastside Union High School District
San Jose, California

Miss Marie Ruiz-Esparza
Applied Research Language Center
1116 E. Yandell Drive
El Paso, Texas

Mr. Robert A. Landen
Curriculum Coordinator, Foreign Languages
English as a Second Language
San Diego County Schools

Mr. Herbert Ybarra
Consultant, Foreign Languages &
Coordinator English as a Second Language - Secondary
San Diego Unified School District

Mr. Juan Ayala Ramirez
Assistant Superintendent of Schools
Departmento De Instruccion Publica
Distrito Escolar De San Juan Oestre
San Juan, Puerto Rico

Mr. Maurice Pezet
Assistant Director
United Nations
International School
New York, New York 10021

Señor Emanuel Palacio
Director-General de Assuntos
Internacionales de Educación
Secretaría de Educación Pública
Mexico, F.F., Mexico

Mrs. Pauline M. Rojas
Dade County Public Schools
1410 Northeast 2nd Avenue
Miami, Florida 33132

All the above have been contacted for information regarding projects of nature similar to ours, and no information was forthcoming which suggested our program was duplicated in other parts of the state or nation. Valuable information on materials and in-sight into particular aspects of the parallel curriculum in bi-lingual was secured by the above contacts.

2. Indicate how teachers and other school personnel have participated or will participate in planning and carrying out the proposed program.

   a. The original plea for help came from high school teachers who had these "mute" frustrated, non-participating students sitting in their regular class for many months before they could say one word or read any material.

   b. The germ of the idea was then discussed with other staff members to develop and refine the proposed program. Staff involved were:

(1) Teachers

Mr. Gordon Lepper, High School Social Studies
Mrs. Concha Barozzi, High School Spanish and English
Mr. Ron Jones, High School Social Studies
Mrs. Joanne Maser, High School Language Arts - Eng. as a Second Lang.
Mr. Calvin Gunter, Present Teacher of Pilot Project
Mr. Walter Lockhart, High School Spanish Teacher

(2) Administration

Dr. Edmund H. Richard
Associate Superintendent in Charge of Curriculum
Mrs. Bertie M. Vekander
Director of Special Services
Mr. Rudolph V. Skoczylas
Foreign Language Coordinator

The above staff have been involved in defining need, discussing various feasible plans, developing a working plan, screening possible students, initiating a limited pilot program, preparing materials for pilot, and preparing this project.

(3) Students involved included several who had suffered through with no program, and they discussed with planning staff their needs and experiences.

B. Describe the planning that took place or will take place in designing the proposed program, including a description of the methods and procedures used. Refer to successful models, research findings, expert knowledge, and study and visitation incorporated in the planning.

1. In answer to a long expressed need on the part of the faculty and non-English speaking students, a preliminary brainstorming session of teachers and administration developed some tentative guidelines for a bi-lingual parallel curriculum that would provide students an opportunity to continue academic progress in subject matter fields at the same time as they were learning the language.

2. A preliminary survey was conducted of district, county, and state wide programs which indicated more intensive specific education was essential to meet the needs of non-English speaking students.

3. Teachers and administrators further discussed curricular needs for such students and set-up criteria for identifying students.

4. The office of Santa Clara County Supplementary Education Center (S.P.A.C.E.) under the direction of Dr. Duane Bay and Mr. Clay Wadleigh helped evaluate the need and the preliminary planning done to date. They endorsed the importance of such a project as being innovative and exemplary for a critical area of education in the county and state. They gave sanction that such a project met the criteria for a Title III Project and encouraged the school district to proceed.

5. The California State Department of Education gave services of consultants to evaluate some aspects of the curricular plans, and gave assistance in finding suitable materials.

6. The Santa Clara State Department of Education circulated a questionnaire regarding English as a Second Language education in the county to provide further support for the project (See Appendix C).

7. S.P.A.C.E. arranged for investigations and observations of English as a Second Language and bi-lingual education within the State of California carried out by Rudolph Skoczylas, coordinator of English as a Second Language and foreign language instruction in the Gilroy Unified School District. At this point the most promising programs seemed to be San Diego and Calexico; Mr. Skoczylas visited these to determine if another program was adaptable to our need.

8. In January of 1967 the original project was submitted for approval to Santa Clara County's Supplementary Education Center's Board of Directors and they gave endorsement. It was subsequently presented to the Department of Health, Education and Welfare, Washington, through the California State Department.

9. In April, the project was disapproved because:

   a. "The application did not show an awareness of related programs and research findings." (We have explored this facet at much length since that time and re-emphasize the paucity of programs which offer parallel curriculum. ERIC provides no information on parallel curriculum; we have written to each school district suggested to us and find no comparable programs.)

   b. "The innovative aspects are questionable."

      Although bi-lingualism is included in many schools' programs, these are chiefly at elementary grade levels and the emphasis of our program on parallel curriculum at the high school level to include grades 9-12 is innovative in light of our inability to find such programs in operation.

   c. "It appears that little or no consideration has been given to recent research on the suggested approach or to existing programs of a similar nature."

      Every effort has been made since this criticism to explore recent research. Mr. Clay Wadleigh of the Santa Clara County Supplementary Education Center has assisted us in fully exploring this aspect of the research and it appears that the parallel curriculum is the best approach to bi-lingual education. Dr. John Plakos of the State Department of Education has been consulted on our present proposal and he has stated that such an approach is a sound method of meeting the needs of these students.

10. Gilroy Unified School District proceeded with preparation for and carried on a small pilot program in the school year 1967-68. (See Appendix D)

11. The success of the pilot, the need for further development and refinement, and the usefulness of this project as a model to other school districts brought us to the point of submitting this proposal.

C. Describe the assistance given by the State agency in planning the proposed exemplary program.

From time to time we have conferred with members of the State Department. Their assistance has encouraged and supported our efforts. The following have provided assistance:

Dr. Eugene Gonzales
Assistant Superintendent

Dr. John Plakos
Coordinator, Mexican-American Education
Research Project

Mrs. Julia Gonsalves
Consultant, Foreign Language Program

Mr. Ed Bispo
Consultant, Program Development
Compensatory Education Program

D. If the planning of the proposed program was financed by an E.S.E.A., Title III grant, state the amount of Title III grant and the applicant agency's name and address.

This project was planned with some staff and financial assistance from The Santa Clara County Supplementary Education Center, a planning agency, funded under Grant No. OEGA-6-001610-0911 was established by the Office of the County Superintendent, 70 West Hedding Street, San Jose, California. The grant was for $150,520 to develop an educational planning service. This project is one product of the service.

E. Describe what the funds are expected to provide for the individuals or groups to be served while the program is in operation.

The funds provide teacher's time, materials and equipment to implement an optimum program for 50 students who are non-English speaking so that they will be successful, participating members of the school. In addition, the same funds will serve the advanced Spanish students in the school (10-20) to provide them with opportunities to develop language facility and to build a cooperative respect and understanding of other ethnic backgrounds and students. (See Section V and Appendices B and C for specific involvement.)

F. Indicate how Federal support will be phased out over the period of proposed operation.

1. Title III funding estimates are:

1968-69 school year	$ 9,990.00
1969-70 school year	15,000.00

2. The school year 1968-69 will be devoted to full development and further refinement of the program.

3. The school year 1969-70 will be devoted to:

   a. carrying on program as a model for other districts in this area of the state.

   b. evaluating as thoroughly as possible.

   c. disseminating information regarding program.

4. At the end of this time (August 1970):

   a. the class will be thoroughly established and will be carried on by school district funds.

   b. Spanish pamphlets covering county and state history and government will be available for use by other school districts -- for use in their bi-lingual classes.

   c. schools in Central California and throughout other interested areas will have been informed as to pattern of curriculum, success of students and cost of operation.

G. Describe any services and activities related to the proposed program which existed during the past three years, in the geographic area to be served.....

The Gilroy Unified School District's pilot program during the 1967-68 school year was unique to the area. No prototypes, precedents, nor parallel projects have been located.

VIII. Participation of Non-public School Children

A. Show how the project will benefit children and teachers in private non-profit schools. Plans for participation should be documented by letters or other evidence.

One elementary parochial school in our district has been consulted concerning this program and has given their support (see letter in Appendix A). Very few non-English speaking children attend the parochial school, but placement in the high school class would be made when such students from the parochial school would reach high school age.

IX. Evaluation

A. Where applicable, describe the methods, techniques, and procedures which will be used to determine the degree to which the objectives of the proposed program are achieved.

B. Describe the instruments to be used to conduct the evaluation.

Evaluation of the projects will be based upon behavioral objectives given in Section IV, pages 2.4.1 - 2.4.3. Specific procedures are given below:

1. Student objectives.

   a. Objective A-1-a. -- to learn the facts and procedures necessary to function as a student at Gilroy High School --- will be measured by individual questioning or taped oral interview.

   b. Student objective A-2 -- to learn key concepts and principles being taught English-speaking students in mathematics, science, and social studies --- will be measured by teacher-made tests prepared in connection with regular classroom teachers who cover similar subject matter.

   c. Student objectives A-3-a and A-3-b -- to facilitate the assimilation into the life of the school --- will be measured by standardized interview questionnaire and anecdotal record.

   d. The "big brother" system (objective A-3-c) will be evaluated by questionnaire and anecdotal record.

   e. English language efficiency (objective A-4-a) will be tested by:

      (1) structured tapes administered before, in the middle, and at the end of the program. These tapes will be assessed by a teacher devised evaluation scale.

      (2) pre and post testing using Fries & Lado English Test of Oral Comprehension and English Structure.

   f. Spanish language proficiency and subject achievement level will be measured by: (related to objective A-4)

      (1) Pimsler Modern Language Test.

      (2) a test of achievement and ability will be administered, to establish achievement level of student, prior to program and at the end of the program. This test is SRA - STEA (Examen breve para demonstrar habilidad) levels 3-4 and 5. (Objective 5-B)

   g. "Self-image" will be assessed by a "self-image inventory," by anecdotal record, and by observation of change in amount of participation.

2. Objectives for faculty.

   a. Faculty objective (B-1) -- to develop in all teachers an accurate perception of the implications of the student's inability to communicate --- will be measured by teacher conferences using structured evaluation instruments.

   b. Faculty objective (B-2) -- to develop a list of essential concepts for each high school course in mathematics, science and social science --- will be evaluated by actual list of concepts worked out by departments in conjunction with bi-lingual teacher.

   c. Faculty objective (B-3) -- to develop among the entire faculty a desire and ability to identify students whose limited English facility represents an academic handicap --- will be administered by instruments mentioned therein, namely - concept tests, observation check list, referrals, improvement of gradepoint average, etc.

3. Advanced Spanish students' objectives.

   a. Ability to converse in Spanish (Objective IV-C-1) will be evaluated by taped interview at the beginning, middle and end of the year.

   b. Spanish proficiency will also be tested -- pre and post program by Pimsler Modern Foreign Language Test in Spanish which covers oral, aural, reading and comprehension evaluation.

   c. Two aspects of learning will be assessed (Objective IV-C-2) through teacher administered tests in social studies -- the ability to express themselves in Spanish -- as well as their command of subject matter.

   d. Changes of attitude (Objective IV-C-3) will be measured against a prepared check list through observation and interview.

4. Objectives for parents of Spanish-American students.

   a. Objective D-1 -- to participate in identifying the academic needs of students --- will be assessed by anecdotal record of individual and group conferences with parents. The list of needs thus identified will be presented to administration and faculty.

   b. Objective D-2 -- to become better acquainted with functions of school --- will be measured by number of occasions on which parent contacts school voluntarily and by structured questionnaire.

   c. Objective D-3 -- to assist in interpreting to the Mexican-American community this aspect of the curriculum which meets the needs of Spanish-American students --- will be evaluated by reports of the number of ways in which this has been interpreted to the community and through Spanish clubs, through other individuals, etc. and through individual interview.

X. Dissemination

A. Describe the provisions for observation, publications, conferences, or other means of disseminating information about the proposed program.

The following dissemination activities will be implemented once Title III funds are available.

1. A report to ERIC on progress, evaluation, and conclusions will be made during the summer of 1969. Copies of the report will be available to school districts requesting them.

2. The project will probably be featured for at least one-half hour TV broadcast on the regional ETV and, possibly, ETV as part of a continuing series of programs on educational innovation sponsored by the Santa Clara County Supplementary Education Center.

3. The project will receive periodic coverage in the County Superintendent of School's Monthly Bulletin which is distributed throughout the county to over 13,000 persons.

4. A survey and reaction committee made up of teachers, administrators, parents, students and community members will study progress, provide feedback to faculty and community, carry on dialogue with educators throughout this area who are interested in such a project.

5. Visitations will be regularly arranged. Specially trained student guides from student clubs such as Future Teachers, Inter-Act, Mayo, etc., will serve as hosts.

XI. Qualificatio of Professional Personnel

A. List the positions of professional personnel needed to carry out the proposed program.....

Professional positions directly involved in the first year of this project are as follows:

Position	% of Time Spent on Program & Source of Funds	
	Local	Title III
1. Associate Superintendent	2%	
2. Director of Special Services (Dir. of Project)	10%	
3. Principal	5%	
4. Coordinator of English as a Second Language & Foreign Language (Supervisor)	10%	
5. Classroom Teachers (1 3/5)	73%	37%

The specific persons who would fill each of these positions have been identified. They are listed below. Salaries are in all cases consistent with the Gilroy Unified School District Salary Schedule.

	District	Title III
1. Dr. Edmund H. Richard, Jr.	$ 491	
2. Mrs. Bertie M. Vekander	1,600	
3. Mr. Thomas Maloney	885	
4. Mr. Rudolph V. Skoczylas	1,363	
5. Mr. Calvin Gunter (all)	5,046	$3,364
6. Mr. Walter Lockhart (3/5)	2,720	1,360
7. Teacher C (1/5)	1,280	

B. Give a description of the responsibilities of each position and minimum acceptable qualifications, including educational background and experience.

Edmund H. Richard, Jr., Ed.D.

Associate Superintendent - Instruction Services

Gilroy Unified School District, Gilroy, California

Education

A.B.	San Francisco State College, 1948 Major: Physical Science; Minor: Music
M.A.	San Francisco State College, 1951 Elementary Education Administration
Ed.D.	University of California, Berkeley, 1963 Educational Administration

Experience

1948 - 1951	Teacher - Fifth and Seventh Grades. Mount Diablo Unified School District Concord, California
1951 - 1960	Principal, Dover Elementary Schools San Pablo, California
1960 - 1964	Assistant Superintendent Corcoran Unified School District Corcoran, California
1964 - 1968	Associate Superintendent Gilroy Unified School District Gilroy, California

Bertie M. Vekander

Director of Special Services
Gilroy Unified School District, Gilroy, California

Education

B.S.	University of California, Berkeley, California, 1938
Graduate Work	University of California, Berkeley, California, 1945 - 1947 (Education)
M.A.	San Jose State College, 1957 (Curriculum and Guidance)
NDEA Institute	San Jose State College, 1964

CALIFORNIA CREDENTIALS

General Secondary Life

Secondary Administration

Pupil Personnel Credential

Experience

1945 - 1953	High School Teacher Business, English, and Social Studies
1954 - 1956	Teacher, Gilroy Union High School English, Social Studies and Business Part-Time Counselor
1956 - Oct. 1966	Vice Principal in charge of Curriculum and Guidance
1966 - Present	Director of Special Services Gilroy Unified School District

Rudolph V. Skoczylas

Teacher and Foreign Language Coordinator;
Teacher and Consultant for English as a Second Language Instruction;
Consultant for Gilroy High School Bi-lingual Program.

Education

B.S.	School of Foreign Service, Georgetown University, 1954
M.A.	San Francisco State College, 1965
	One-year NDEA Institute, Spanish, at San Francisco State College, 1961-62
	NDEA Foreign Language Leadership Institute, Central Washington State College, Summer, 1966
	NDEA Institute, Teaching English to Speakers of Other Languages, University of Southern California, Summer, 1967

California Credentials

General Elementary

General Secondary Life

Standard Supervision, K-14

Experience

1959 - 1961	Taught Spanish and English at Woodside High School. Participated in preparation of district-wide audio-lingual Spanish materials.
1962 - 1964	Taught and coordinated Spanish program in Menlo Park City Schools. Developed curriculum materials for the FLES program.
1963 - 1965	Foreign Language Consultant for the Modern Language Association of America,
Summer 1965	Taught methods and techniques in workshop for teachers in Project PPEP (English language instruction for migrant workers) at San Jose State College.
1964 -	Teacher-Coordinator, Foreign Languages, English as a Second Language; Consultant, Gilroy High School Bi-lingual Program at Gilroy Unified School District. Participated in Spanish Research Project, California State Department of Education, D-177. NDEA Consultant in Elementary-Secondary-Junior College Foreign Language Instruction.

Rudolph V. Skoczylas (continued)

Publications

(1) "Spain" in Hispanic-American Report, published at Stanford University, 1958.

(2) "For Better Articulation," in FLANC NEWSLETTER, May 1967.

Travel

Summer 1953 Travel and study, University of the Americas, Mexico.

1954 - 1956 Postgraduate work at the Universities of Barcelona, Santander and Madrid; resident in Spain as translator-interpreter for prime contractor of the Spanish-American Air Base Program.

Travelled extensively in Europe: Great Britain, France, Italy, Germany, Switzerland, Austria, Yugoslavia, Northern Africa, Portugal, Belgium, Netherlands.

Henry Calvin Gunter

Teacher, Gilroy High School, Gilroy, California

Spanish, English as a Second Language and Bi-Lingual

Education

B.A. Brigham Young University, Provo, Utah 1960
Major: Spanish; Minor: English.

Graduate Work
University of California, Riverside, California
University of Wisconsin
University of New Mexico
Instituto Tecnologico de Monterey, Mexico

1963 Summer NDEA Institute for Teachers of Spanish
University of Wisconsin.

1965 Summer NDEA Institute for Teachers of Spanish.
Sponsored by the University of New Mexico, held in Quito, Ecuador.

Experience

1960-1965 Central Junior High School, Riverside, California
Teacher of Spanish and English.
Chairman of Foreign Language Department.

1965-67 J. W. North High School, Riverside, California
Teacher of Spanish
Chairman of Foreign Language Department.

1963-67 San Bernardino Valley College. Teacher of Spanish in evening classes.

1967 - Gilroy High School
Teacher of Spanish and English as a Second Language.
Teacher of pilot bi-lingual program.

XII. Facilities, Equipment, and Materials

A. Describe the location and nature of facilities to be used for the program. If facilities are to be leased, indicate the ownership of the facilities and terms of the lease.

The facilities consist of a regular classroom at Gilroy High School which is in the process of being equipped with a language laboratory under E.S.E.A. Title I funds. E.S.E.A. Title I subscribed to this equipment because of their support and belief in our approach to the problem of educating the Spanish-speaking student.

B. Justify the need for new equipment and materials to carry out the proposed program.

1. The equipment requested, namely: an overhead projector, tape recorder and filmstrip projector is a minimum to provide opportunities which will help individualize instruction.

2. Materials consist principally of books printed in Spanish for classroom use in social studies and science, supplementary books in Spanish to increase the enrichment aspects of the program for Spanish-speaking students and English-speaking students, and books in English for use in the transitional aspect of the program as it moves from Spanish to an increased use of English.

   Materials also include money for printing our own units of study in Spanish which deal with the high school handbook(see Appendix E), the history of Gilroy (see Appendix F), Santa Clara County history, geography and government, and California state history, geography and government.

C. Give the evidence of efforts to use funds from other sources to provide needed facilities and equipment.

The local school district has carried on a very successful pilot on a limited basis during the school year 1967-68. (See Appendix C) The school district has paid time of teacher and supervisor to initiate and carry on this program. The local school district's support of the project is limited only because of limitation of funds. Title I funds provided some time for pre-planning, consultation fees and limited translation of materials. A partial language laboratory (32 individual listening stations without channels or console) and a limited number of Spanish materials were purchased by Title I funds.

PART III

FINANCIAL

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R570
APPROVAL EXPIRES 6/30/68

PROPOSED BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Title III, Elementary and Secondary Education Act of 1965 - Supplementary Centers and Services Program

(NOTE: Please read the attached instructions before completing this form)

NAME AND ADDRESS OF AGENCY	PROJECT NUMBER	GRANT NUMBER	STATE
Gilroy Unified School Dist. 263 N. Church St. Gilroy, Calif. 95020	67-04235		California

PART I – EXPENDITURES *(other than construction)*

(Check One) [X] PROPOSED BUDGET SUMMARY (ATTACH DETAIL SCHEDULES) [ ] ESTIMATED EXPENDITURE REPORT [ ] FINAL EXPENDITURE REPORT

BUDGET PERIOD (MONTH, DAY, & YEAR) BEG. 7/68 END. 6/69

EXPENDITURE ACCOUNTS: FUNCTIONAL CLASSIFICATION	ACC'T NO.	EXPENSE CLASSIFICATION: SALARIES PROFESSIONAL	SALARIES NON-PROFESSIONAL	CONTRACTED SERVICES	MATERIALS AND SUPPLIES	TRAVEL	EQUIPMENT	OTHER EXPENSES	TOTAL EXPENDITURES	NEGOTIATED BUDGET
1	2	3	4	5	6	7	8	9	10	11
1 ADMINISTRATION	100	$	$	$	$ 100	$	$	$	$ 100	$
2 INSTRUCTION	200	7,015	400		1,160	500			9,075	
3 ATTENDANCE SERVICES	300									
4 HEALTH SERVICES	400									
5 PUPIL TRANSPORTATION SERVICES	500									
6 OPERATION OF PLANT	600									
7 MAINTENANCE OF PLANT	700									
8 FIXED CHARGES	800	280	55						335	
9 FOOD SERVICES	900									
10 STUDENT-BODY ACTIVITIES	1000									
11 COMMUNITY SERVICES	1100									
12 REMODELING (IF COSTS TOTAL MORE THAN $2000 ENTER IN PART II)	1220c									
13 CAPITAL OUTLAY (EQUIPMENT ONLY)	1230						480		480	
14 TOTAL →		$ 7,295	$ 455	$	$ 1,260	$ 500	$ 480	$	$ 9,990	$
15 NEGOTIATED BUDGET →		$	$	$	$	$	$	$	xxxxxxxxxxxxx	$

Expenditure Account No. 100 - Administration

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
190	Publication of Materials		X		$100.00	$100.00
					Total Budgeted Amount	$100.00

Expenditure Account No. 200 - Instruction

Exhibit I-B(2)

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
Salaries						
Professional						
213	Gunter & Lockhart	X			$14,228.00	$5,815.00
	Teacher Time for Summer Development		X	8 weeks	150.00/wk.	1,200.00
Non-professional						
220	_____, Clerical		X	160 hours	2.50/hr.	400.00
Texts						
240						500.00
Materials & Supplies						
290						660.00
Field Trips						
290						500.00
					Total Budgeted Amount	$9,075.00

Expenditure Account No. 800 - Fixed Charges

Exhibit I-B (4)

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary, Rental or Unit Cost	Budgeted Amount
800	Fixed Charges					$335.00
					Total Budgeted Amount	$335.00

Exhibit I-B (5)

Expenditure Account No. 1230 - Capital Outlay (equipment only) 1/

Description of Item	Quantity	Unit Cost	Budgeted Amount
Language Laboratory	1	$4,500.00	-0-
Overhead Projector	1	190.00	$190.00
Wollensak Tape Recorder	1	200.00	200.00
Filmstrip Projector	1	90.00	90.00
		Total Budgeted Amount	$480.00

1/ This schedule should include such items as teaching machines, furniture, machinery, vehicles, TV, film and slide projectors, etc., but not materials such as textbooks, films, records, library materials and teaching supplies which are covered in other expenditure accounts (200, 300 and 400).

NOTE: Equipment is purchased rather than leased when the cost of leasing over the project period is comparable to the purchase price.

P A R T I V

ASSURANCES

U.S. Department of Health, Education, and Welfare
Office of Education
Division of Plans and Supplementary Centers
Washington, D. C.
OE Form No. _____ Budget Bureau No. _____

PLANNING GRANT
(P.L. 89-10, Title III)

APPLICATION FOR FEDERAL GRANT TO PLAN A SUPPLEMENTARY EDUCATIONAL CENTER AND SERVICES

OE Project No.

Title of Project: Project-Paso
A Parallel Bi-Lingual Curriculum

The Applicant: Gilroy Unified School District
Legal Name

Address: 263 North Church Street

Gilroy, California 95020

hereby applies to the United States Commissioner of Education for financial assistance for planning the supplementary educational center services or activities described in this application, pursuant to the provisions of Title III of the Elementary and Secondary Education Act of 1965 (Public Law 89-10).

THE APPLICANT HEREBY GIVES ASSURANCE TO THE UNITED STATES COMMISSIONER OF EDUCATION THAT:

1. The applicant has the necessary legal authority to apply for and receive the proposed grant. (Attach a copy of substantiating document(s));

2. The activities and services for which assistance is sought under this title will be administered by or under the supervision of the applicant;

3. In the planning of the program proposed in the application there has been, and in the establishing and carrying out of that program there will be, participation of the appropriate cultural and educational resource(s) of the area to be served;

4. Any funds received under this grant shall not be used to supplant funds normally budgeted for the planning of services of the same type;

5. The applicant will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulations of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to the title, to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance from the Department. (The assurance of compliance (HEW Form 441), or court order, or desegregation plan previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application);

6. The project will be operated in compliance with Public Law 89-10 and with Regulations and other policies and administrative issuances by the Commissioner, including submission of such reports as may be required;

7. Copies of this application have been submitted for review and recommendation to the State educational agency;

8. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application. (Attach copy of authorizing document(s)).

I, Edmond B. Bullard, do hereby certify that all of the facts, figures, and representations made in this application, including all exhibits and attachments hereto and hereby made a part of this application, are true and correct to the best of my knowledge and belief.

DATED: _____

Gilroy Unified School District
(Legal name of applicant)

BY: _____
(Signature of authorized representative)

District Superintendent
(Representative's title)

NOTARY PUBLIC: Subscribed to before me this

_____ Date	_____ City	_____ State

SIGNATURE OF NOTARY PUBLIC _____

DATE NOTARY'S COMMISSION EXPIRES _____

8

P A R T V

APPENDICES

APPENDIX A

LETTERS OF SUPPORT

Dr. Eugene Gonzales
Assistant Superintendent
California State Department of Education

Dr. John Plakos
Coordinator, Mexican-American Education Research Project
California State Department of Education

Dr. Duane L. Bay
Director, Supplementary Education Center
Projects to Advance Creativity in Education

Dr. Y. Arturo Cabrera
Professor of Education
San Jose State College

Dr. Oreon Keeslar
Secondary Curriculum Coordinator
Santa Clara County Department of Education

Mrs. Serafina Kreer
English as a Second Language Consultant
Chula Vista School District

Reverend Pierre Du Maine
Assistant Superintendent of Catholic Schools
Archdiocese of San Francisco

Mr. Joseph Sarzoza
Director, Gilroy Area Service Center
Economic Opportunity Commission

Mr. George Ivancovich
Chairman, Guadalupe LAMP Committee
Gilroy

Mr. Everett V. O'Rourke
Consultant
Bureau of Secondary Education
California State Department of Education

Santa Clara County
Projects to
Advance
Creativity in
Education

SUPPLEMENTARY EDUCATION CENTER

1110 North Tenth Street * San Jose, California 95112 * Telephone 299-3731

DIRECTOR
Dr. Duane L. Bay

ASST. DIRECTOR--PROGRAM
Mr. Clarence B. Wadleigh, Jr.

ASST. DIRECTOR--RESEARCH
Mr. Paul P. Preising

BOARD OF DIRECTORS

CHAIRMAN
Mr. Frank Fiscalini

CHAIRMAN
Dr. Gibson Walters

PUBLIC SCHOOLS
Mr. Edmond Bullard, Superintendent
Gilroy Unified School Dist. Area

Dr. George Downing, Superintendent
San Jose Unified School Dist. Area

Mr. Don Eddie, Superintendent
Los Gatos High School Dist. Area

Mr. Frank Fiscalini, Superintendent
East Side High School Dist. Area

Mr. Laurance Hill, Superintendent
Campbell High School Dist. Area

Mr. Wendell Huxtable, Deputy Supt.
Santa Clara Unified School Dist. Area

Mr. Harold Delavan, Superintendent
Mt. View-Los Altos High School Dist. Area

Dr. Charles Knight, Superintendent
Fremont High School Dist. Area

Mr. William Keig, Superintendent
Morgan Hill Unified School Dist. Area

Dr. Harold Santee, Superintendent
Palo Alto Unified School Dist. Area

PRIVATE SCHOOLS
Brother Allen DeLong
Catholic Schools

Miss Margarita Espinosa
Non-Sectarian Schools

Mrs. Olivia Davies
Parochial Schools

COLLEGES AND UNIVERSITIES
Dr. G. W. Ford
San Jose State College

Dr. Gerald McDonald
University of Santa Clara

Dr. Fannie Shaftel
Stanford University

COUNTY OFFICE OF EDUCATION
Dr. Glenn Hoffmann
County Superintendent of Schools

COMMUNITY ACTION PROGRAM
Mrs. Dorothy Goble
Economic Opportunity Commission

THE ARTS
Mr. Clyde Arbuckle
Museums

Mr. George Farrier
Libraries

Father Pociask
Art

Dr. Hal Todd
Drama

Dr. Warren Wade
Educational Television

Dr. Gibson Walters
Music

December 19, 1967

Mr. Edmond Bullard
Superintendent
Gilroy Unified School District
263 North Church Street
Gilroy, California

Dear Mr. Bullard:

Re: Project PASO

The Santa Clara County Supplementary Education Center, in identifying the needs of the culturally different were strongly affected by the severe problems found in your rural school district. They recognized that your school population of over 50% Mexican-American, many of whom have severe language problems, creates a unique problem in your attempt to educate all children.

Your project, although small in scope, should provide much valuable information to other secondary schools who are striving toward a relevant school program.

Thursday, December 14, 1967, the Supplementary Education Center Board, a group representing the total educational and cultural community of a population area of one million people, voted to recommend your project with a rank of one of five good small projects (less than $10,000).

Rest assured that the Center staff and Board will assist you in the implementation of this project. We will provide specific assistance in disseminating information about the project and in helping with technical administrative problems.

Thank you for this opportunity to participate in a most exciting educational demonstration.

Sincerely,

Duane L. Bay

DUANE L. BAY
Executive Director

DLB:mc

County of Santa Clara
California

Office of Education
County Administration Building
70 West Hedding Street
San Jose, California 95110
299-2441 Area Code 408

January 6, 1967

Mr. E. B. Bullard, Superintendent
Gilroy Unified School District
263 North Church Street
Gilroy, California

Dear Mr. Bullard:

I am aware of the progress that Mr. Rudy Skoczylas and others on your staff have made in planning a program for teaching English as a second language as a project under Title III of the Elementary-Secondary Education Act. In fact, I have worked with Mr. Skoczylas on some aspects of the preliminary work, and feel that you and your staff are to be commended for undertaking to meet this problem headon.

Teaching English as a second language will meet a critical need for many children and adults in our county, particularly those with Spanish-language backgrounds. Since your district has somewhat more than the normal number of such people, you are certainly wise to see what can be done in devising a "new dimension" in educating such a special group of children. I am also glad there will be a dissemination of information on the results of the project so that the benefits of your efforts may be shared on a local, regional, and state-wide basis. If I may be of any further assistance to you and your workers in this effort, please do not hesitate to call on me.

Yours sincerely,

C. R. TIMPANY, Superintendent

Oreon Keeslar

OREON KEESLAR, Assistant Director
Secondary Curriculum

OK/sc

cc: Rudy Skoczylas

JAN 12 1967

SAN JOSE STATE COLLEGE

SAN JOSE, CALIFORNIA 95114
January 11, 1967

DIVISION OF EDUCATION

Mr. Edmond B. Bullard, Superintendent
Gilroy Unified School District
263 North Church Street
Gilroy, California

Dear Mr. Bullard:

Several of your staff members have discussed with me and have asked my opinion about a tentative Gilroy proposal under Title III entitled Bilingual Teaching Project Under Space Program.

Language and culture students have advocated using the mother tongue of bilingual and bicultural students as the instrument for a more rapid and effective transition into American school and community life. The proposal brief which I have reviewed, in my judgment, is academically sound and at the same time incorporates an exciting innovative plan for education of these bilingual students.

I believe this proposal worthy of approval by your office, and I recommend it as such to you.

Truly,

J. A. Cabrera

J. Arturo Cabrera
Associate Professor
of Education

CHULA VISTA CITY SCHOOL DISTRICT

84 EAST "J" STREET • P.O. BOX 907 • CHULA VISTA, CALIFORNIA • 92012 • 422-8341

BOARD OF EDUCATION

DR. RALPH E. SCHROCK, PRESIDENT
ROBERT H. KING, VICE PRESIDENT
HAZEL GOES COOK, CLERK
SUSAN J. FULLER, MEMBER
MITCHELL KOTEFF, MEMBER

SUPERINTENDENT
DR. BURTON C. TIFFANY

ASSISTANT SUPERINTENDENT
DR. LEONARD N. SERVETTER

ASST. SUPT. BUSINESS SERVICES
JOSEPH W. ODENTHAL

DIRECTON OF CURRICULUM
MARGARET L. PARADISE

DIRECTOR OF SPECIAL SERVICES
HAROLD E. SUMMERS

December 12, 1967

Mrs. Bertie M. Vekander
Director of Special Services
Gilroy Unified School District
263 North Church Street
Gilroy, California 95020

Dear Mrs. Vekander,

It is indeed a privilege to be associated with your Bi-Lingual Project. I have read the revised copy and am very impressed with your courage.

Truly a project of this type reflects a desire to reach the students who cannot be educated successfully with a curriculum designed for native speakers of English.

Hopefully, your project will be funded and will be studied by other districts with similar problems.

I sincerely believe you have designed a project with great promise for our great numbers of non-English speakers; they become pctential dropouts when confronted with the insurmountable task of learning subject matter in a foreign tongue.

Good luck!

Sincerely,

Serafina Krear

(Mrs.) Serafina Krear
Supervisor of Spanish & ESL

SK:jf

MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education

EVERETT T. CALVERT
Chief Deputy Superintendent

EUGENE GONZALES
Assistant Superintendent
(807 State Bldg.
Los Angeles 90012)

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814

RONALD W. COX
Associate Superintendent; Chief,
Division of Public School Administration

FRANCIS W. DOYLE
Deputy Superintendent; Chief,
Division of Special Schools and Services

PAUL F. LAWRENCE
Associate Superintendent; Chief,
Division of Higher Education

WILSON C. RILES
Director of Compensatory Education

DONALD E. KITCH
Acting Chief,
Division of Instruction

December 12, 1966

Mr. Rudolph Skoczylas
Foreign Language Coordinator
Gilroy Unified School District
263 North Church Street
Gilroy, California 95020

Dear Rudy:

Here are the names and addresses of the Ministers of Education in Mexico and Puerto Rico. You are on the way to very worthwhile projects and I wish that I had the time to work with you individually in the further development of such a program. Julia Gonsalves will telephone you for an appointment as soon as she gets through fighting bugs and viruses.

Cordially,

Everett V. O'Rourke, Consultant
Bureau of Secondary Education

EVO'R:glt

Enclosure

GILROY AREA SERVICE CENTER
~~ISMAEL DIEPPA, DIRECTOR~~
42 MARTIN ST. 8426481
P.O. BOX 1416 8426482
GILROY, CALIF. 9520

January 13, 1967

Mr. Edmond B. Bullard, Superientendent
Gilroy Unified Schools
263 North Church
Gilroy, California 95020

Dear Mr. Bullard:

As per our telephone conversation, I am writing to evaluate the need for bi-lingual classes in Gilroy.

Three areas of great concern from our point of view are:

1. The need for bi-lingual teachers and materials for youths in the "Z" category at the High School.

2. The need for some classes to be conducted in Spanish to get across concepts in subjects pertinent to mores in the United States e.g. U.S. History or Geography.

3. The need for short term, yet intensive, all day classes in the mastery of verbal skills of the English language.

We are greatly interested in assisting you in any way in furthering these objectives.

Sincerely yours,

Joseph M. Sarzoza, Director

JMS:hp

JAN 13

DEPARTMENT OF EDUCATION
ARCHDIOCESE OF SAN FRANCISCO
443 CHURCH STREET
SAN FRANCISCO, CALIFORNIA 94114

TELEPHONE: 863-5112
AREA CODE 415

January 12, 1967

Mr. Edmond B. Bullard
District Superintendent
Gilroy Unified School District
263 North Church Street
Gilroy, California 95020

Dear Mr. Bullard:

I received today from Miss Bertie Vekander of your office an outline of the Gilroy Unified School District's Bi-Lingual Teaching Project to be submitted under ESEA Title III. I would like to thank you for this information and assure you of the active interest and cooperation of our Department and of St. Mary's School in the development of the program.

I understand from the project outline and from my conversations with Miss Vekander and Sister Miriam Joseph, principal of St. Mary's, that no children from St. Mary's will be participating in the initial stages of the program. However, I am satisfied that due consideration has been given to nonpublic school children and that any non-English speaking children who enroll at St. Mary's will be eligible for your program. I also appreciate the in-service opportunities that may be afforded some teachers in our schools through this program.

I will look forward to hearing more of the program as it develops. Meanwhile, with many thanks for your consideration and with best wishes for the success of the project, I am

Sincerely,

Pierre DuMaine

Father Pierre DuMaine
Assistant Superintendent
of Catholic Schools

PDM:am

cc: Dr. Duane Bay
Sister Miriam Joseph

JAN 9 1967

LAMP

LATIN AMERICAN MISSION PROGRAM

POST OFFICE BOX 1012
GILROY, CALIFORNIA

January 9, 1967

Mr. Edmond Bullard, Superintendent
Gilroy Unified School District
263 No. Church Street
Gilroy, Calif. 95020

Dear Mr. Bullard:

The Education Committee of LAMP is happy to support Gilroy Unified School District's Title III proposal for establishing effective ESL and bi-lingual instruction for those students who have little or no command of the English language. As you know, LAMP is actively involved in assisting Mexican students in our community. Your proposal aims to provide such students with two major needs: the ability to communicate in English and the ability to make greater academic progress.

We will be happy to assist you in any way we can.

Sincerely,

George Ramerez

Chairman
Guadalupe LAMP Committee

MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education

EVERETT T. CALVERT
Chief Deputy Superintendent

EUGENE GONZALES
Assistant Superintendent
(807 State Bldg.
Los Angeles 90012)

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814

December 29, 1966

RONALD W. COX
Associate Superintendent; Chief,
Division of Public School Administration

FRANCIS W. DOYLE
Deputy Superintendent; Chief,
Division of Special Schools and Services

PAUL F. LAWRENCE
Associate Superintendent; Chief,
Division of Higher Education

WILSON C. RILES
Director of Compensatory Education

DONALD E. KITCH
Acting Chief,
Division of Instruction

Mr. Rudolph V. Skoczylas
Foreign Language Consultant
Gilroy Unified School District
263 North Church Street
Gilroy, California 95020

Dear Rudy:

It was a pleasure to have you and Mrs. Vekander visit our office on December 21.

I was much impressed by your description of the proposed project in bilingual education for Gilroy high school students. There is need for this type of program.

Although there are some on-going programs in this area of education, your plans are sufficiently different to warrant initiation of your particular program. I wish you success in your attempt to acquire funds for its implementation.

Please feel free to call upon me for whatever service I may be able to render in the area of curriculum development in this or any other project dealing with foreign languages. Be assured of my continuing interest in the work you are doing in Gilroy.

By the way, what are your plans for the Portuguese-speaking students in your high school? I note that Portuguese is spoken by a sizeable "minority" group in your community.

Best personal regards.

Sincerely,

(Mrs.) Julia Gonsalves
Consultant
Foreign Language Programs

JG:hg

BI-LINGUAL CLASS STRUCTURE
November 16, 1967
(For School Year 1968-69)

APPENDIX B

Bi-Lingual Teacher A	Bi-Lingual I 1st year English as a Second Language	Bi-Lingual I Social Studies I 1st sem. Gilroy High Sch. Gilroy City Santa Clara Co. Government 2nd sem. World History (Emphasis on Spanish culture & influence)	Bi-Lingual II Social Studies II 1. Co.-State Govt. 2. U.S. History 3. U.S. Government	* Bi-Lingual I Study Period 2 days Individual Conferencing	* Teacher Develops Materials	Free Period
Bi-Lingual Teacher B	Bi-Lingual II 2nd year English as a Second Language	Spanish IV-V 1st sem. Self-cont. Span. 2nd sem. To Bi-Lingual World History Teacher develops Materials	Latin I	* Bi-Lingual I Mathematics 3 days Teacher 2 days Individ-ual Conferen-cing	Latin II	Free Period
Bi-Lingual Teacher C				Bi-Lingual II Science II 5 days		Free Period

*To be funded by Title III

STUDENTS' PROGRAM

APPENDIX C

	PERIOD I	PERIOD II	PERIOD III	PERIOD IV	PERIOD V	PERIOD VI
Bi-Lingual I - Boy (Freshman)	English as a Second Language	Social Studies I (Spanish)	Elective Math (in Eng.) S.S. (in Eng.) (Elective for Lang. Saturation only. Credit but no grade.)	Math I (Spanish) 3 days Study Period 2 days	P.E.	Elective Ind. Art Art Music Drafting
Bi-Lingual II - Girl (Junior)	English as a Second Language	P.E. (with all students)	Social Studies II (Spanish)	Science II (Spanish)	U.S. History (in English)	Elective Art Music Homemaking Bookkeeping Typing
Anglo Advanced Spanish Student	EnglishIII or IV	Spanish III, IV or V (1st sem. These students go into class from time to time.) (2nd sem. These students move into W. Hist. in Spanish.)	Adv. Math or Adv. Science	U.S. History or Government		

GILROY HIGH SCHOOL
Parallel Bi-Lingual Class
(Pilot 1967-68)

In the spring of 1967, 20 potential candidates (students who spoke little or no English) were evaluated by means of several tests as to achievement in Spanish communication, achievement in English communication skills, and potential ability.

Spring and summer was also spent in planning the program, previewing materials and translating materials.

In the fall of 1967, we started two classes --

<u>One Class</u>	English as a Second Language instruction for 27 students who speak little or no English.
<u>One Class</u>	Parallel Bi-Lingual class in social studies which included 18 Spanish students - 8 Spanish IV and V students.
1st semester	1. Gilroy High School Orientation (in Spanish - see Appendix E). 2. History and Government of Gilroy* (in Spanish). 3. History and Government of Santa Clara County* (in Spanish - same English now). 4. California History, Geography, etc.*
2nd semester	5. World History

In the social studies class Advanced Spanish students participate as a part of their regular class. These students make reports on various phases of student government, assist in translation of materials, study Spanish texts, etc.

The result to date indicates:

The students are enthusiastic. They feel they are really progressing. One student who is still in some portion of the program is now competing successfully in a regular government class. The boys have started a soccer team (the "Los Potros") to which they have invited Anglo English-speaking students who are interested.

Because students now know what goes on (bulletins are read and discussed in Spanish) and they have encouragement of the teacher they are beginning to participate by helping with concessions at games, etc.

In a short period, progress is already evident.

The teacher also reports that this is "the most rewarding experience he has had in many years of teaching because it meets such a pressing need."

*These areas will be covered more in depth next year when we have time and funds to prepare more materials.

Gilroy Unified School District

APPENDIX E

EXCERPT FROM SPANISH TRANSLATION
of
GILROY HIGH SCHOOL STUDENT HANDBOOK

NORMAS Y REGLAS

Se requirirá que cada alumno llegue puntual a clase. La falta de puntualidad afecta de una manera adversa, no sólo las oportunidades educacionales del alumno que llega tarde, sino también las de sus compañeros. Muchas veces el trabajo que se pierde llegando tarde a clase no puede recuperarse, aunque la falta de puntualidad se haya excusado.

Los alumnos que lleguen tarde para la primera clase de la mañana o para la primera clase después de la hora de comer, tendrán que presentarse en la oficina escolar para conseguir una "papeleta de admisión" antes de ir a clase. El secretario de asistencia expedirá la papeleta anotando en ella si la falta es excusada o inexcusada. El profesor hará nota de esto en su lista de asistencia. Si un alumno llega tarde a qualquier otra clase que no sea la primera de la mañana o después de la hora de comer, ha de ir directamente a clase. Si, en el juicio del profesor, la falta de puntualidad es inexcusada, éste escribirá en la hoja de los ausentes que el alumno llegó tarde e indicará el período. El profesor informará al alumno que va inexcusada su falta de puntualidad y apuntará su falta en el libro de notas de la clase.

Si un alumno llega después de que se le haya apuntado como ausente, el profesor borrará su nombre si juzga su falta de puntualidad excusada y escribirá una "T" si la encuentra inexcusada. Si el alumno llega después de que se hayan recogido las hojas de ausencias, el profesor avisará a la oficina qae el alumno llegó tarde y si su falta fue excusada o no.

El secretario de asistencia mantiene una lista de faltas de puntualidad de cada alumno. Al llegar tarde a clase cuatro veces en un semestre, se avisará a los padres del alumno y se reprenderá al alumno que sufrirá un período de detención. Al llegar tarde cinco veces, se avisará de nuevo a los padres y el alumno sufrirá dos períodos de detención. A la sexta vez, se suspenderá al alumno para tres días y no se le volverá a admitir hasta que se haya realizado una conferencia con sus padres.

NOTE: A portion of this handbook was translated and reported orally to class by Spanish-speaking Anglo students (Spanish IV & V) during this year's pilot program.

APPENDIX F

EXCERPT FROM SPANISH TRANSLATION of HISTORY OF GILROY*

Desde hace varios años ha habido una necesidad de materiales en las clases de gobierno americano de la Escuela Secundaria de Gilroy para el estudio del gobierno local del área de Gilroy. En 1962 los estudiantes escribieron trabajos de investigación sobre muchas facetas de nuestro gobierno local.....

CAPITULO I
La Historia De Gilroy

Concesiones Españolas de Terreno

Se obtuvo la mayor parte del terreno que ahora compone California através de concesiones españolas de terreno. La zona que ahora se llama Gilroy se obtuvo mediante una de estas concesiones.

En 1803, Felix Beraneur, el gobernador y vicerrey de la España Nueva, concedió la mayor parte de la tierra incluída en la ciudad y el área circundante a un grupo de ciudadanos españoles que habían venido a California para ayudar poblarla para los españoles. Algunas de estas familias destinadas luego a desempeñar un papel muy importante en el mismo desarrollo de la ciudad eran los Ortega, los Sánchez, los Castro y los Vasques.

El terreno se dividió a su vez en ranchos a cargo de los señores ya mencionados. Estos ranchos se llamaban San Ysidro, Las Llegas, Solís, Junstiar, Carnedero, y Las Animas. Los únicos dos que llegaron a jugar un papel importante en el desarrollo del pueblo fueron San Ysidro y Las Animas. El área de Las Animas luego fue el punto de partida para un proceso legal importante.

El área de San Ysidro es importante porque es a ella donde las primeras personas no españolas acudieron.

John Gilroy

El primero de estos habitantes no españoles fue el hombre a quien el pueblo debe su nombre, John Gilroy. Su verdadero nombre fue John Cameron, pero optó tomar el nombre de su madre al salir de Escocia donde había nacido.

Gilroy vino a Monterrey en 1813 en un barco inglés. Lo habían arrestado el barco por desobedecer y pegar en la cara a un oficial del barco. El sabía que esto era una ofensa grave y que no le quedaba ninguna posibilidad para salir del barco. Así que ideó un plan para escapar que le dió resultado. Se escondió en los cerros cerca de Monterrey. Cansados de buscarlo, los ingleses embarcaron dejando a Gilroy en paz.

Viajó hasta llegar a la población de San Ysidro que pertenecía a Ignacio Ortega. Permaneció allí y luego se casó con la hija de Ortega.

Al morir el Señor Ortega, heredó una parte del rancho al cual dio el nombre de Gilroy. Esta fue la primera vez que se usó el nombre Gilroy. Cuando el pueblo mudó hacia el oestre, se cambió el nombre de esta área a Old Gilroy (Antiguo Gilroy).

* This history was prepared by Social Studies students and translated by teacher for use in the pilot project.

APPENDIX C
As of January 6, 1967

ELEMENTARY DISTRICTS	No ESL Expected	Plan Stage Now	Under Way	
Alum Rock Union			X	Walt Synions
Berryessa Union				
Cambrian	X			
Campbell Union		X		James D'Avis
Cupertino Union		X		Dutch Thomas
Evergreen	X			
Franklin-McKinley				
Los Altos	X			
Los Gatos Union			X	Grace Walkington
Milpitas	X			
Moreland	X			
Mt. View				
Mt. Pleasant	X			
Oak Grove				
Orchard				
San Jose Unified				Ran Hawley
Santa Clara Unified		X		Denny Carmichael
Saratoga	X			
Sunnyvale			X	Toni Micotti
Union	X			
Whisman				Elaine Lynch

SECONDARY DISTRICTS	No ESL Expected	Plan Stage Now	Under Way	
Campbell				Vivian Stallings
East Side			X	Mr. Overfelt
Fremont				
Gilroy Unified			X	Rudy Skoczylas
Los Gatos	X			
Morgan Hill Unified				
Mt. View	X			
Palo Alto Unified	X			
San Jose Unified				

PROSPECTIVE NEEDS IN ESL INSTRUCTION

	Students deficient in English Language Skills:	Students who speak a foreign language		
		Spanish	Portuguese	Other
Kindergarten	32	26	1	
1st grade	117	79	1	
2nd grade	33	13		
3rd grade	27	19		
4th grade	19	19		
5th grade	13	13	1	
6th grade	6	6	1	
7th grade	6	6		
8th grade	6	6	1	
9th grade	59	6		
10th grade	33	32	1	
11th grade	32	6		
12th grade	13	6		1
	397	237	6	1

NOTE: See Form Attached.

Gilroy Unified School District

GILROY UNIFIED SCHOOL DISTRICT

TO: Classroom Teacher

FROM: Office of Special Services

We are interested in determining how many pupils in the Gilroy Unified School District are deficient in English language communication skills, American culture, and general school behavior and procedures. Because these pupils have educational needs which are quite different from those of native English-speaking pupils, it is important that their needs be recognized and that the necessary provisions be made for meeting them.

Please provide us with the following information:

How many students in your class speak little or no English?

Kindergarten	_____	4th grade	_____
1st grade	_____	5th grade	_____
2nd grade	_____	6th grade	_____
3rd grade	_____	7th grade	_____
		8th grade	_____

How many non-English speaking students speak:

Spanish _____ (No. of students)

Portuguese _____ (No. of students)

Other languages _____ (No. of students)

Phase I: A critical educational need of the region was identified.

Significant Event 1: Asilomar Conference, July 1966. A two-day retreat of approximately 100 lay and professional community leaders representing education, business, industry, and taxpayers' groups provided a "first cut" at need focus determination. Three critical need areas were identified: (1) compensatory education, (2) learning to learn, and (3) fine arts.

Significant Event 2: S.P.A.C.E. Need Survey, Spring 1967. The Supplementary Education Center (S.P.A.C.E.) conducted a systematic, comprehensive, and objective questionnaire survey of over 6,300 public and parochial school pupils, teachers, and parents throughout Santa Clara County. Seven critical needs were identified:

(1) Drug Education

(2) Family Life Education

(3) Communication Skills, Especially Oral Communication Skills

(4) Vocational Education

(5) Personal Economics

(6) Civic Responsibility

(7) Identifying & Solving Problems

Significant Event 3: S.P.A.C.E. Board decides to have one need focus only, April 1967. A critical review by the Board of Directors* of S.P.A.C.E.'s first year of operation resulted in a decision to focus program development activities more specifically. In order to avoid the fragmentation of resources experienced during the first year, it was decided to select one quite specific need focus for each deadline.

Significant Event 4: District need statements, May - June 1967. S.P.A.C.E. solicited statements of critical need from all school districts of the County. Nine districts representing a majority of the County's ADA responded. Six of the nine responding districts identified their most critical need as effective education for the "non-academic," "non-college," and/or "disadvantaged" children and youth.

Significant Event 5: S.P.A.C.E. Board action, August 1967. The S.P.A.C.E. Board of Directors adopted a general need focus, "the problems of the culturally different child." The phrase, "culturally different," was given a three-part definition: (1) poor, (2) minority group, and (3) alienated from school. The Board delegated responsibility for selection of a more specific need focus to a subordinate committee.

---

*Board of Directors consists of twenty-five members, ten elected by all school districts, three representing higher education, three representing non-public schools, and one each representing the County Superintendent of Schools, the County Board of Education, the Community Action Program, Museums, Libraries, Art, Drama, Music, and Educational TV.

Significant Event 6: Program Development Committee action. A Program Development Committee was formed in Spetember 1967 to (1) select a more specific need focus, (2) study and delimit the need selected for focus, and (3) stimulate and coordinate development of appropriate Title III projects by school districts. The Program Development Committee consisted of one representative from each of twenty-three participating school districts and three appropriate non-educators. The Program Development Committee decided upon the following need focus for January 1, 1968, projects:

> THE CULTRUALLY DIFFERENT CHILD NEEDS TO DEVELOP A CONVICTION THAT HE CAN SIGNIFICANTLY AFFECT HIS OWN FUTUPE AND THE FUTURE OF HIS SOCIETY. CONCUPRENTLY, HE NEEDS TO DEVELOP A SENSE OF RESPONSIBILITY FOR HIMSELF AND HIS SOCIETY.

Phase II: The need was analyzed to detect nature and causes of the need.

Significant Event 1: San Jose State College Symposium, October 1966. A gathering of over 100 educators and lay people (in many instances, Asilomar Conference participants) met for one full day to identify more specifically the crucial dimensions of three general need areas: (1) compensatory education, (2) learning to learn, and (3) fine arts. The compensatory education group identified a number of serious discrepancies between existing (is) practice and desirable (ought) practice.

Significant Event 2: Citizens' Need Area Committees, October - June 1966-67. An open membership citizens' committee was formed for each of the need areas identified. The committee was to study and delimit the need area and to provide leadership in developing proposals for January and July 1967 deadlines. Committee activities culminated in six proposals (three on January 1, 1967 and three on July 1, 1967) and provided much research and insight in each of the need areas. The Compensatory Education Need Area Committee's documents and decisions were made available for subsequent review by the Program Development Committee.

Significant Event 3: Need focus selected. (See Significant Event 5 of Phase I.)

Significant Event 4: Literature reviewed, Fall 1967. A comprehensive review of the literature relevant to the "culturally different" child and youth was accomplished. A definitive report was prepared for use by the Program Development Committee.

Significant Event 5: Consultant contributions, Fall 1967. S.P.A.C.E. staff and members of the Program Development Committee held extended conversations with each of the following persons: Mr. Jorge Acevedo, Executive Director, Santa Clara County Economic Opportunity Commission; Dr. Arturo Cabrera, Associate Professor of Education, San Jose State College; Dr. Jack Forbes, Consultant, Far West Laboratory; Mr. Eugene Gonzales, Associate Superintendent, California State Department of Education; Dr. Kenneth Hoyt, Professor of Education, University of Iowa; Dean Joseph Lohman, School of Criminology, University of California at Berkeley; Mr. Lino Lopez, Director, Mexican-American Community

Services Program; Mr. Eugene McCreary, Executive Director, Upward Bound Program, University of California at Berkeley; Dr. Glen Nimnicht, Consultant, Far West Laboratory; Dr. Octavio Romano, Department of Health, University of California at Berkeley; Dr. Herman Schwendinger, Assistant Professor of Criminology, University of California at Berkeley; and Dr. Doxey Wilkerson, Associate Professor of Education, Yeshiva University. Each consultation helped to clarify crucial dimensions of the need area and, in several instances, resulted in the generation of some specific solutions.

Phase III: Solutions were generated specifically designed to eliminate or counteract one or more of the causal variables.

Significant Event 1: Project ideas solicited, September - October 1967. The program Development Committee solicited project ideas throughout the County from educational and non-educational agencies. All project ideas submitted were to be directly relevant to the specific need focus.

Significant Event 2: Project idea screening, October 1967. The Program Development Committee participated in a two-day retreat during which twenty-three Title III project ideas were assessed. By applying criteria developed by the S.P.A.C.E. Board and staff, as well as the Program Development Committee, seven project idea authors received encouragement to develop their ideas into proposals for regional endorsement.

Significant Event 3: Proposals prepared, November - December 1967. Several proposals were prepared for January 1, 1968, submission. This proposal is one of the group. The following provides a brief description of each of the projects.

Exemplary Projects for January 1, 1968, Submission

Problem: There are in our schools a large minority of students who are (1) poor, (2) members of a minority group, and (3) disinterested in school. One critical educational need which these students have and which, therefore, the schools of Santa Clara County have is to develop a conviction that they can significantly affect their own future and the future of their society--concurrently, they need to develop a sense of responsibility for themselves and their society.

Eight exemplary projects have been developed in Santa Clara County for January 1, 1968, submission which are directly relevant to this need. They are:

Operation Share: A large-scale program (3,000+ tutees) of tutorial assistance provided in the homes of "culturally different" children would provide catch-up academic assistance and expose the tutee and tutee's family to a "culturally consistent" model of academic and vocational aspiration. Grades K-12.

Project STRIVE: Demonstration of a reoriented high school program providing catch-up individualized basic skills instruction, extension of real life experiences, development of marketable skills, maintenance of maximum life chances (e.g., college entrance credits), and deliberate relating of educational activities to life needs. Grades 7-12.

Project UNIDOS: Through maximum development of the community school concept in a poverty pocket school, this project would develop in children and parents an awareness of opportunities accessible through education and through combined community effort. Grades K-6.

Project CONTACT: Culturally different and culturally assimilated pupils would be involved in a high school unit utilizing simulated and actual participation in school and community projects to help students achieve a broader identity in the social order, a responsible and realistic exercise of power, and a greater degree of participation in the process of change. Grades 9-12.

Project PASO: High school academic subjects would be taught in Spanish for Spanish-speaking pupils who are learning English so that they can maintain academic progress and maximum life chances despite a temporary language handicap. Grades 9-12.

Early Involvement in the Education Professions: Culturally different high school pupils would be provided the opportunity to learn specific competencies related to the education profession and to demonstrate those competencies as part of the duties of an assigned job. Aspects of the project would develop personal motivation, extend real life experiences, and develop marketable skills. Grades 9-12.

Demonstration of Simulation Field Trips: The grant would be used to prepare and demonstrate the use of slide stories with accompanying Spanish and English tapes on county and state government. These materials would be geared to meet special needs of Spanish-speaking, "culturally different" students and would be adaptable for use with adult groups.

Project Simulations: This project would provide the culturally different students with an opportunity to participate in simulations (educational games) in a social

APPENDIX I

study setting where it is felt that they may be able to succeed because of the non-threatening, highly motivating aspect of the academic game. Systematic evaluation is proposed to show appropriateness of simulation in teaching the disadvantaged.

The following chart displays the emphases and scope of these eight projects.

Appendix I

Scope and emphases of eight proposed Title III projects of regional significance due to their focus upon a systematically determined, critical educational need in Santa Clara County:

The Need: The culturally different child needs to develop a conviction that he can significantly affect his future and the future of his society. Concurrently, he needs to develop a sense of responsibility for himself and his society.

The need arises from a flaw in the education system. In the chart below the project number is entered in any cell which represents a component of the education system which will be significantly and deliberately altered by the respective project's plan (e.g., Project STRIVE will significantly alter the teacher component of education for the culturally different junior high and high school student).

The Projects: 1. Project STRIVE, 2. Operation Share, 3. Project UNIDOS, 4. Early Involvement in the Education Professions, 5. Project PASO, 6. Project CONTACT, 7. Project Simulations, and 8. Demonstration of Simulation Field Trips.

Pupil Age / Component	**Human Components**						**Institutional Components**							**Product Components**										
	Parents	Community - Signif. Others	Administrators	Teachers	Clerical & Aides	Students	Curric. (process)	Curric. (content)	Materials	Equipment	Place	Time	Personnel	Aspiration	Self-Image	Academic Achievement	Non-Academic Ability	Self-Discipline	Abstract Thought	Sense of Efficacy	Language Development	Attitude Toward Learning
Preschool																						
Primary	3 2	3	3	3 2	3	3 2	2	3	3?*	3?	3? 2	3 2	2	3 2	3 2	3 2	3	3 2	3	3 2	3	3 2
Intermed.	3 2	3	3	3 2	3	3 2	2	3	3?	3?	3? 2	3 2	2	3 2	3 2	3 2	3	3 2	3	3 2	3	3 2
Jr. High	2	1		1 2		1 2	1 2	1	1	1	1 2	1 2	1 2	1 2	1 2	1 2	1	1 2		1 2	1	1 2
High Sch.	2	1 4 6		1 2 4 5 6 7 8	4 5 7	1 2 4 5 6 7 8	1 2 4 5 6 7 8	1 4 5 6 7 8	1 5 6 7 8	1	1 2 4 5 6 8	1 2 4 5 6 7	1 2 4 5 6	1 2 4 6 7	1 2 4 5 7	1 2 4 5 6 7	1 4 5 6 8 9	1 2 4 7		1 2 4 5 6 8	1 4 5 7	1 2 4 5 7
Pre-Dipl. Adults				5		5	8	8	8		8						8			8		

* 3? indicates that these components are subject to change if parent discus